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ABSTRACT

This report provides insight into the administrative succession concerns of two-year colleges through the exploration of the factors that motivated full-time faculty members to move into administrative positions in the Wisconsin Technical College System. Participants shared information about their career paths leading to administrative positions; imparted support, guidance, and encouragement they experienced; and identified perceived barriers to the movement of faculty into administrative positions. An interview guide approach was used to gather information and insights from 11 individuals who had moved from full-time teaching positions to full-time administrative positions. Findings indicated that the move into administration was not part of a formal career plan for participants. Participants were motivated mainly by intrinsic needs, including the need for new challenges, the desire to have greater impact on learning, and the wish for self-actualization. Support from peers, supervisors, and/or family was essential. Recommendations for administrators include the formation and publication of policies on internal promotion, and the identification of faculty members who are potential administrative leaders. Recommendations for aspiring administrators include seeking mentors, development opportunities, and assignments that include administrative functions. Appended are the interview guide, interview question matrix, consent form, sample correspondence, and case study vignettes. (Contains 41 references.) (Author/RC)

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THE MOVEMENT OF FULL-TIME FACULTY INTO FULL-TIME ADMINISTRATIVE POSITIONS IN THE WISCONSIN TECHNICAL COLLEGE SYSTEM

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In partial fulfillment of the requirements for the degree of

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ABSTRACT

The Movement of Full-time Faculty

Into Full-time Administrative Positions in the Wisconsin

Technical College System

This study provides insight into the administrative succession concerns of two-year colleges across the nation through the exploration of the factors that motivated full-time faculty members to move into administrative positions in the Wisconsin Technical College System. Participants shared information about their career paths leading to administrative positions; support, guidance, and encouragement they experienced; and identified perceived barriers to the movement of faculty into administrative positions. They also shared their views on the role of administrative leadership in higher education.

An interview guide approach was used to gather information and insights from eleven (11) individuals who had moved from full-time teaching positions to full-time administrative positions between July 1, 1998, and January 1, 2000. A comparison was made of information obtained to literature and findings of recent studies to provide recommendations for action.

Findings indicate that the move into administration was not part of a formal career plan for participants. Participants were motivated mainly by intrinsic needs including the need for new challenges, the need to have a greater impact on learning, and the need for esteem and self-actualization. Support from peers, supervisors, and/or family was essential.

Recommendations include the formation and publication of policies on internal promotion and the identification of faculty members who are potential administrative leaders. Recommendations for support of those identified include mentoring, development opportunities, and opportunities for assignments that include administrative functions.

In order to replace the administrative leaders who will be leaving two-year colleges, multiple alternatives are needed. Faculty members currently teach in colleges who have the potential to become administrative leaders and are motivated by opportunities for self-actualization. Their dedication to the Wisconsin Technical College System and to their individual colleges, as well as their commitment to learning, make them an important resource to move institutions of higher learning into the 21st century.

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I wish to express my gratitude to many who assisted in the preparation and completion of this study. The eleven (11) new administrators who candidly shared their experiences, insights, and passion for learning made the study possible. They not only provided the foundation, but also provided encouragement and inspiration. They believe in the importance of this research and were willing to be involved because of this belief.

The members of my doctoral committee deserve gratitude for their support, patience, and direction through all phases of the research: Dr. Ben Davis, first core faculty, for always being available for ideas and encouragement; Dr. Michael Patton, second core reader, for sharing his expertise in qualitative research and for his advice to conduct research for which I have a passion; Attorney Robert Gregg and Dr. Robert Sorensen, adjunct faculty, for sharing their wide range of experiences and especially for the assistance they provided in the planning stages of the study; and, T. Waldmann-Williams and David Bugay, peer learners, for their willingness to learn with me and to allow me to learn with them. Thank you, to Dr. Richard Rogers, committee consultant, for starting it all by recognizing a faculty member who was ready to accept the challenge of administration and for making my move into administration possible.

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leadership evident through the daily performance of this group is what led me to explore the future administrative leadership potential on which this research is based.

There is no way to adequately express gratitude to Tim, my husband and friend of thirty-one (31) years, who went beyond support and encouragement to do anything he could to make this research process easier. This included building a new work-station for me and driving me throughout the state of Wisconsin to conduct interviews, allowing me to concentrate on the interviews while he took care of logistics. Tim has always believed in me and has been there to support my growth and will always share my life and love.

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CHAPTER 1

INTRODUCTION

1.1 Context and Statement of the Problem

Future administrative leadership in two-year colleges is a major concern throughout the nation. Evidence is reflected in the statements and initiatives of both individual colleges and national organizations representing these colleges.

For example, in 1994 the Wisconsin Technical College System (WTCS) realized that within ten years many of the presidents and vice presidents within the system would be reaching retirement age. System leaders felt it was necessary to begin a leadership development program to identify and train potential leaders from within the system. A steering committee was appointed to direct activities to meet this goal. This committee worked with the National Chair Academy, a nationally recognized leadership training provider for community colleges, to develop the Wisconsin Leadership Development Institute (WLDI). One of the major goals of WLDI is to provide leadership training for faculty, department chairs, associate deans, and deans that have an interest in moving into new leadership positions within the technical college system. Institute graduates would provide a pool of applicants to fill leadership positions being vacated within the system.

This qualitative research project is designed to explore the movement of full-time faculty members into full-time administrative positions in an effort to provide answers to the following question:

> What factors influenced recently appointed administrators in the Wisconsin Technical College System to move from full-time faculty positions into full-time administrative positions?

In the process of answering this research question, the following sub-questions will also be addressed:

1. To what extent and in what ways do classroom teachers aspire to positions of administrative leadership in Wisconsin technical colleges?
2. How do the new administrators view their roles as leaders?
3. How can current administrative leaders in the Wisconsin Technical College System identify potential administrative leaders in order to assist them in professional growth experiences and activities?
4. To what extent and in what ways do Wisconsin technical college administrative leaders encourage teachers to consider holding administrative positions in their career plans?
5. What barriers currently exist to the movement of faculty into administrative positions within the Wisconsin Technical College System?

1.2 Definitions/Terminology

For purposes of this study, the following terms and corresponding definitions are employed:

- Community College – an institution of higher education with an associate degree being the highest degree granted – also referred to as two-year college – includes those two-year colleges designated as technical colleges
- Wisconsin Technical College System (WTCS) – the educational system in the State of Wisconsin consisting of sixteen (16) two-year colleges coordinated through the Wisconsin Technical College System Board
- Technical College - a technical college that is a member of the Wisconsin Technical College System

- Faculty/Teachers – those holding positions classified as teaching positions within their respective colleges including teaching positions that do not involve classroom instruction such as specialists and counselors
- Classroom Teachers – those holding instructional positions in which the majority of the assignment includes direct teaching contact with students
- Administrators – those holding positions classified as administrative within their respective colleges

1.3 Scope of the Issue

1.3.1 Potential Position Openings

According to a 1996 survey conducted by George Vaughan at North Carolina State University, during the ten years from 1996 through 2006, two thirds of all community college chief executive officers are expected to retire. This amounts to over nine hundred (900) presidents (Lazarick, 1999). Many of these leaders entered the community college arena during its prime growth decade of the 1960s. Many were trained through the Kellogg Foundation funding of community college doctoral programs at twelve (12) universities around the country. Many of them also entered their positions from K-12 administrative positions. Community colleges were often seen as an extension of the K-12 system making this a natural transition for leadership.

In 1998 The League for Innovation in the Community College conducted a survey of community college presidents. The mean age of these presidents was fifty-four (54) years and the mean number of years until retirement was seven and seven tenths (7.7). Of the 25.5 percent surveyed who plan to retire within the next three years,

77 percent either did not feel that there was a qualified candidate within their institution or were unaware of qualified candidates within their institutions. The majority of the CEOs responding to the survey, 74 percent, were interested in further leadership training for themselves or for potential presidents at their institutions (Innovation, 1998).

In a study of community college Chief Academic Officers (CAOs), Teague (2000), 72.2 percent of the subjects indicated that they planned on leaving their positions within six (6) years (Teague, 2000).

The 1998-99 Community College Research Agenda published by the American Association of Community Colleges includes faculty and staff development as one of the five (5) major issues facing community colleges. Their published brochure makes the following comments as to the focus of research in this area:

> ...Many personnel will be retiring over the next 10 years. Possible research areas include ... how to develop qualified people needed to fill retirement vacancies, ... skills needed by new administrators...

1.3.2 Role of the American Community College

According to Carnevale and Desrochers (2001),

> The multiple roles of the community college provide bona fide bridges between school, work, and community. The multiple roles open many doors for learning to traditional 18 to 24-year-old college students as well as to adults and other nontraditional college students. Community colleges are unique houses of learning: One doorway can lead to many others. A student can enter through a noncredit customized course, find his or her way to a full array of credit courses leading to degreed education at the community college, and transfer to a four-year university. The same student could opt instead to pursue various forms of occupational and skill certification and licensing. In a market of isolated niche institutions, community colleges provide the value added of a one-stop shop and a learning network. (pp. 22-23)

Coley (2000) writes about the importance of community colleges:

> Over the past 100 years, the community college system, comprised of approximately 1,600 institutions, has become a key part of the higher education system, enrolling 5.5 million students in credit courses and employing almost 300,000 faculty members. Another 5 million students participate in some kind onnoncredit activity at their local community colleges, often related to workforce training. (p. 3)

According to Coley (2000), American community colleges conferred in excess of 456,000 associate degrees in 1996-97.

According to a study by the United States Department of Labor, *Workforce 2000*, only one fifth of the new jobs created in the American economy to the year 2005 will require a four-year college degree. However, 80 percent of new jobs created will require a two-year degree or less. This is the recognized educational arena of the community and technical college systems throughout the nation.

In 1996, Colorado had more freshmen and sophomores in community colleges than in all of their public four-year colleges combined (Staff, 1996). Enrollment in Iowa's 15 community colleges has risen 50 percent since 1986. More than twice as many freshmen enroll in Iowa community colleges than in the state's three big universities (AP, 1999). The Wisconsin Technical College System alone served 453,668 students in the 1999-2000 academic year (Staff, 2001).

1.3.3 Community College Leadership

If two-year colleges are to continue to meet the education training needs of the 21st century, these colleges must develop effective leaders. Leaders in two-year colleges

must understand the value of their colleges and the roles these colleges play in American higher education.

Leaders are needed in all areas of education. Some of the most important educational leaders are not leaders simply because they have been granted some type of legitimate power. They are leaders because they are in a position to serve students. Although all classroom teachers would not classify themselves as leaders, there are those who while serving the students they teach, choose to become involved in college-wide issues that they perceive as having important impacts on learning.

The need to identify and develop leadership potential of classroom teachers is twofold. As more two-year college presidents and vice presidents reach retirement, the need to develop new leaders from within the two-year college system is evident. Leadership by those who recognize the unique characteristics of associate degree education is essential to the success of two-year colleges.

Margaret J. Wheatley, in her forward to Desjardins and Huff (2001) comments on community college leadership:

> For several years I have believed that the solutions we are seeking, no matter the organization or context, are already available to us from inside the system. We don't need to go looking outside for help; we simply have to find those inside who are already succeeding at doing what the rest of us are still trying to figure out. (Or are already doing what some of us say can't be done.) As I read of these leaders, I feel confirmed in this belief, for here are people inside our community colleges who have discovered how to create those institutions as resources for the future. They already know what to do and how to do it. In this publication, their work and their stories are available to us. We could stop searching and begin learning from them (p. 8).

The second major reason to identify and nurture leadership in classroom teachers is that leadership skills are becoming more important as the role of the teacher changes

from one of being the content expert who imparts knowledge to students through lectures to one of being the "learning coach." As a learning coach, the faculty member will spend less time professing and more time facilitating reflection, sharing wisdom, and serving as a model for learners (McClenney, 1998). Teachers, especially those in occupational subject areas, are responsible for preparing students to enter 21st century workplaces. Moreover, the role of employees has changed significantly in the past several decades. Businesses expect employees to be decision makers, to be involved in planning for the firm, to work as team members, and to be able to identify and solve problems (Oblinger & Verville, 1998). Classroom teachers who are not involved as leaders within their organizations will not have the information or the experience necessary to model the types of expected employee performance for their students. An understanding of the dynamics of the organization is an essential ability of the new successful classroom teacher (Napier, Sidle, Sanaghan, & Reed, 1998).

According to Kay M. McClenney, vice president of the Education Commission of the States, the evolution of higher education will require significant changes in the roles of faculty and their relationships to students and to one another. Faculty can expect to spend more time serving as resource managers and mentors. They will be managing the process of higher education (McClenney, 1998). Enhancing the leadership abilities and potential of faculty, therefore, becomes important for those intending to continue as classroom instructors as well as for those targeting movement into administrative positions in two-year colleges.

1.4 Personal Significance

This project is of personal significance to me. As a former faculty member who has moved from being a classroom teacher into the administrative leadership arena of my college, I have experienced firsthand the lack of development opportunities available to assist faculty in such transitions. Moving into administration was never one of my goals. I was an excellent teacher and was named the SWTC Teacher of the Year in 1989. Numerous staff development opportunities were made available to me to help me become even a better classroom teacher, but little was ever done to encourage me to consider new areas of leadership within the college. Several strokes of fate led me to realize that my goal of helping students achieve their own successes could be magnified by stepping out of the classroom. When I became the college Tech Prep curriculum/staff development specialist, I discovered that I could do more to serve students than ever before because I was in a position to help other teachers become better teachers. Tech Prep, as defined by federal legislation, focuses on the development of applied and integrated teaching techniques, creating a seamless transition for students between educational experiences, and career exploration and planning. Achievement of these goals makes learning more relevant and effective for students.

After reluctantly accepting the interim position as dean of Business and Marketing, I realized that my influence on students and their successes was significantly increased and could be even greater. As an administrator and an instructional leader within the college, I am able to enhance student learning. This is not easy to do; neither was it an easy job when I was a teacher. I find that I have to constantly question the tasks I perform and question my priorities. My goal is to always have an impact on learning.

As a teacher no one ever shared with me the fact that administrative leaders can still be learner focused. No one deliberately set forth to help me recognize my leadership skills or my responsibilities as a leader in my organization. In retrospect I was a leader when I was in the classroom. I knew nothing about the theory of servant leadership; however, now that I have become familiar with this theory of leadership, I have a better understanding of what Robert Greenleaf meant when he said: "The servant leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead" (Greenleaf, 1977). Observing teachers with whom I work, I cannot help but think that those who dedicate their lives to the learning and to the success of others are some of our greatest servants. Could they also develop into some of our most effective administrative leaders?

I see no greater leaders in my college than some of the classroom teachers with whom I work. I see their evolution from servant to servant leader occurring as an unstoppable phenomenon. I do not want to stop it. As an administrative leader I must encourage this growth and metamorphosis. Because of my own experiences, I have some ideas about how to do this; but administrative colleagues may not have the training or experience to recognize faculty leaders. They also may lack ideas on how to encourage growth in these individuals. This study is designed to provide insights to both faculty leaders and their supervisors on ways to identify and cultivate administrative leadership potential in teacher leaders.

1.5 Social Meaning Analysis

Although American young people have had the opportunity to develop their talents and their intellect through public and private two-year and four-year institutions of higher learning, America is still suffering from an opportunity deficit. According to the National Center for Public Policy and Higher Education, the benefits of our system of colleges and universities are still unevenly and unfairly distributed based on personal income (Hunt, 1998). One of our greatest challenges is to eliminate this opportunity deficit.

More and more expectations of accountability in higher education are evident by both policymakers and the general public. These constituents will no longer provide blank checks for higher education. Educators will be expected to perform, to document performance, and will be held responsible for providing a return on taxpayer and student investments (McClenney, 1998).

As tuition costs continue to increase, students are more frequently asking about the return on their investments. Data are frequently cited showing average earnings of persons that have completed various educational levels. Data show that the level of educational achievement positively correlates with average income. However, when income of all graduates is compared (as opposed to only comparing average income), a significant overlap results revealing that 83 percent of workers with associate degrees earn the same as workers with bachelor degrees (Carnevale & Desrochers, 2001). Taking into account that according to Coley (2000) the average annual tuition of two-year colleges is about 25 percent of average annual tuition of four-year colleges, it would be

understandable if more students chose two-year colleges for their initial educational experience.

Higher education is no longer experiencing evolutionary change. Change has become revolutionary and is occurring at a faster pace than ever before. The capacity of any institution to survive and thrive is more and more dependent on its leadership. Administrators at every level must become leaders to create the capacity for change within their organizations (Napier et al., 1998).

These views are mirrored over and over in both popular and professional articles. National, regional, and local organizations are being formed across the country that have as a vital component of their missions the partnership with education to prepare citizens for the future world and its markets. The National Alliance of Business has as one of its main focuses working with educators to meet the needs of learners. The Knight Higher Education Collaborative promotes the mastering of market forces by educators. Its publication, *Policy Perspectives*, is about what colleges and universities must do in order to sustain their value as institutions. It promotes the idea that these institutions must become more enterprising in order to promote greater access while containing costs and providing learning and knowledge (Zemsky, 1998).

The key to surviving and thriving for higher education in times of change is leadership. It is leadership that is caring, has foresight, is willing to take risks, can learn from the past but performs for today, and leadership that is imaginative and creative and will allow educational institutions and their learners to thrive.

One possible solution to the problem of future administrative leadership in community and technical colleges is addressed through this project. As more and more

students expect our two-year colleges to serve as their gateway to higher education, it is essential that these colleges recruit effective leaders. Research conducted could provide initial ideas on how to promote this leadership from within. Society benefits through effective leadership in education.

The study of leadership and motivation in business and education will enhance understanding of the administrative functions of leaders in higher education. These functions incorporated into the study and analysis of educational leadership will aid in the development of future higher education leadership with an understanding and appreciation of accountability in higher education.

Education makes all things possible. If through this project readers find one more way that they can promote the movement of teacher leaders into administrative leadership positions in two-year colleges, there will be a positive impact on student learning from which society will benefit.

CHAPTER 2

INTELLECTUAL CONTEXT

2.1 Introduction and Overview

The researcher used general references and primary and secondary sources to seek information related to the primary and secondary research questions addressed through this study. No research was found directly addressing the movement of faculty into administrative positions in two or four-year colleges. However, one study was located that focused on the career paths of community college chief academic officers (CAOs). Because the majority of subjects in this previous study listed community college teaching experience as an element of their career paths, some findings are related to one or more aspects of this project. Information was also gleaned from previous studies on staff development and participatory management in community colleges that will be shared in this chapter.

Leadership is essential to change in higher education. Just as many businesses have discovered, higher education leaders have recognized that the leadership of change is shared leadership and extends beyond the administrative/executive level (Napier et al., 1998). In order to understand the role of the classroom teacher as a leader in the two-year college, it is first necessary to develop an understanding of the professional literature that forms the theoretical foundation for this study. Theoretical foundations examined are classified in the following areas:

1. Definitions of Leadership
2. Theories of Power and Leadership
3. The Application of Leadership Models to Classroom Teachers
4. Theories of Motivation

2.2 Theoretical Foundations – Interdisciplinary Connections

The theoretical foundations being examined as the foundations of this study are not unique to education. Much of the work on leadership and motivation comes from the business world. The historic partnerships between community colleges and business and industry have provided both types of institutions with the opportunities to learn from each other.

2.3 Definitions of Leadership

Defining "leadership" is not simple. If it were, there would not be hundreds of definitions found in professional and popular literature. Consider some examples:

- James Lipham defines leadership as "that behavior of an individual which initiates a new structure in interaction within a social system." (Smith & Piele, 1996, p. 1)
- President Harry Truman: "My definition of a leader in a free country is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it." (Smith & Piele, 1996, p. 2)
- Scott Thomson (former executive director of the National Association of Secondary School Principals): "Leadership is best defined as getting the job done through people." (Smith & Piele, 1996, p. 2)
- "Leaders, in the popular sense, are people who draw other people to them. They are people whom others want to follow and who command the trust and loyalty of others." (Baker, Roueche, & Gillett-Karam, 1990, p. 26)

- Bennis lists as one of the differences between managers and leaders, "the manager does things right; the leader does the right things." (Bennis, 1994, p. 45)

- Baker, Roueche, and Gillett-Karam credit Stogdill (1974) for setting the stage to define leadership as "the process of influencing the activities of an organized group toward goal achievement and goal attainment." (Baker et al., 1990, p. 26)

- French and Raven define leadership as "the ability of A to get B to do something that B might otherwise not have done." (Fisher & Koch, 1996, p. 21)

One common aspect of all leadership definitions found is that leadership is an interpersonal phenomenon. One person standing alone cannot be a leader. A leader needs followers. Leadership is about relationships and about getting things done through these relationships. Leadership is also about reciprocal trust between leaders and followers. Leadership is about group dynamics. Leaders need to recognize when they need to lead and when they need to follow. Bennis (1998) paraphrases Gertrude Stein by saying, "A leader is a follower is a leader" (p. 39). With leadership absolutely necessary in higher education, the next step is to examine the levels at which institutions seek to develop leaders. The development of classroom teachers as leaders within their organizations has not been a priority in higher education. According to Robert Greenleaf, American educators have failed to teach students to become leaders (Greenleaf, 1977). Is

this because American education has not considered teachers as leaders and has not offered development activities to enhance leadership skills? If teachers do not understand their roles as leaders, will they see the necessity of teaching students to be leaders?

2.4 Theories of Power and Leadership

In Fisher's *Power of the Presidency*, he examined the college presidency as it relates to French and Raven's topology of power (Fisher, 1984). French and Raven identified all forms of power or leadership as falling into one of the following categories: coercion, reward, legitimate, expert, and referent or charisma. Fisher deduced that the most effective type of power used by college presidents is charismatic power. Comparing Galbraith's instruments of power (Galbraith, 1983) to that of French and Raven, Galbraith identifies condign power (equivalent to coercion), compensatory power (equivalent to reward), and conditioned power (equivalent to charisma). Galbraith identifies not only the instruments of power but also the sources of power. The sources he identifies are personality, property, and organization. The combination of the instrument of conditioned power and the source of personality are similar to French and Raven's charismatic power. The effective college president is more likely to be successful because of the use of charismatic or conditioned power.

In order to study the teacher as leader, it is important to examine the concept of power as it applies to the classroom teacher. The relationship between a classroom teacher and his/her students is certainly one in which influence and power are not equal. From students' perspectives teachers have been given legitimate power over their students by nature of the teaching position. Examining the other classifications of power

identified by French and Raven, this researcher found that each classification has possible applications for classroom teachers. They have access to the use of coercion, reward, legitimate, and expert power.

Personal experiences in working with both classroom teachers and their students have enabled this researcher to develop several insights into the value of these types of power to foster student learning. As an academic dean, students share both positive and negative aspects of their classroom experiences with the researcher. Students accept legitimate power. On numerous occasions when meeting with students, the student begins by saying, "I know he/she is the teacher, but..." Coercive power tends to lead to negative attitudes and even to rebellion among many students. One example is when teachers lower student grades based on attendance. Students see this as the use of force and often react by sharing reasons not to attend classes. Reward power can have positive effects as long as students see equity in the rewards granted. If this equity is not perceived, students see no difference between coercion and reward. Content expertise appears to be very important to students. This expertise has long been one of the main criteria used by two-year colleges in the hiring of occupational faculty members. It may also be one of the greatest downfalls if the real goal is student learning. Faculty members need assistance in developing skills in the art of teaching (Baker et al., 1990). Students that share how great a particular class is or how much they are learning from a particular teacher are typically sharing experiences tied to the use of charismatic power. Charismatic power ties to motivation, and motivation leads to student learning. Personal experiences lead this researcher to conclude that charismatic power is the most effective classification of power used by teacher leaders.

Leadership theory first received serious consideration by researchers in the early 1930s. Much of the focus of early research in leadership sought to identify traits or individual characteristics that consistently differentiate between leaders and non-leaders (House & Aditya, 1997). Although multiple studies identified and measured leadership traits, most of these studies were not replicable. Researchers were not examining traits in the leaders' operational settings. Situational demands of leaders were not taken into account in these early studies. This caused the abandonment of trait theory until the early 1970s when research in this area began to focus on the predictability of behavioral traits in some individuals. By this time more empirical data existed in the area of personality theory making the study of leadership traits more viable. Recognition that traits are predictive of behavior in select situations rather than in all situations led to a variety of situational leadership theories (House & Aditya, 1997).

The behavior approach to leadership study focuses on "what" leaders do rather than "who" they are. The "who they are" concept is part of trait theory. The "what they do" approach combines traits with the situation in which the leader functions. Early research divided leader action into two main categories: organizational task and individual relationships. Applying these categories to teachers, the organizational task model refers to the curriculum and instruction techniques of the teacher while the individual relationship model relates to the developmental needs of the student (Baker et al., 1990).

The situational/contingency approach to leadership recognizes that behavior of individual leaders is often not replicable even in the same leader. Leadership behavior is related to decision-making, and situational factors cause variances (Tannenbaum &

Schmidt, 1958). This approach to the study of leadership is important in the study of teachers as leaders. Every time a teacher as leader makes a decision impacting a student and student learning, that teacher takes into account such elements as the personal and academic circumstance of the student, the organizational culture of the college, and the current impact of the decision on the constituencies concerned (Baker et al., 1990).

Three additional leadership models are appropriate to the study of teacher leaders. These are transactional, transformational, and servant leadership. Scholars have distinguished between the characteristics of transactional and transformational leaders.

In brief, "the transactional leader pursues a cost-to-benefit exchange (which may or may not be economic) to meet the subordinate's current material and psychic needs in return for 'contracted' services rendered by the subordinate..." while "the transformational leader recognizes these existing needs in followers but goes further, seeking to arouse and satisfy higher needs, to engage the full person of the follower. Transformational leaders can attempt and succeed in elevating those influenced from a lower to a higher level of need according to Maslow's hierarchy of needs" (Bass, 1985).

The transactional leader sees leadership as a transaction, an exchange of one thing for another. This leader is more likely to base leadership on coercion and/or reward power than on charismatic power. Some of the best examples of effective transactional leaders can be found in the military. Personal conversations between the researcher and her father, who served under General George Patton, lead the researcher to see General Patton as an example of an effective transactional leader. Undeniably, he was a leader. He motivated his troops to victory. Their trust in him was based on his power. He recognized that his troops wanted to win battles and finally the war. They recognized his

expertise in directing them to do so and followed his orders. He made sure that they had the supplies and equipment needed to do the job. He responded to their needs because they were getting the job done. These are all qualities illustrating the give-and-take relationship between a transactional leader and his/her followers.

History provides examples of effective transactional leaders in higher education. Some would consider Francis Wayland, president of Brown University from 1827 to 1855, as one such leader. Wayland considered the intellectual and moral training of Brown's students as his personal responsibility. He set rigorous standards and very precise rules to enforce these standards. For example, he instituted mandatory study hours for both faculty and students. He set specific hours for faculty to be in their offices (often late into the evening). Students were not allowed to refuse admittance to their private quarters by faculty members, and faculty members were directed to break down the door if a student defied this rule (Bowen & Shapiro, 1998). Transactional leaders tend to be most effective in educational institutions during the establishment of new institutions and during times of financial crisis. These are also the situations that tend to bring out the transactional elements of leaders who might normally be more comfortable with another leadership style.

On the other hand, the transformational leader sees his/her role to be one of transcending the follower's immediate needs and reaching for higher levels of self-actualization and discovery of potential within the follower. This leadership model builds on the human need for meaning. Values and human worth are integral to this model. Power used is most likely charismatic in nature. An example of a current transformational leader is Mother Teresa. She was an example of a powerful person and

a leader. Although the organization and the property of the Roman Catholic church were behind her, her power resulted from personality and her charisma. She provided for the basic needs of those poor who followed her. Her leadership helped them to transcend their conditions of poverty and hunger and seek to satisfy higher level needs. In higher education Reverend Theodore Hesburgh, president of the University of Notre Dame from 1952 to 1987, is a frequently cited example of a transformational leader. Reverend Hesburgh believed in the need for the leader's vision for the institution. He also stressed the idea that the leader must make this vision the vision of all who are part of the institution. He stressed the importance of a leader who always gives credit to others and always takes the responsibility when things go wrong. He was a firm believer in supporting students and faculty, as well as a believer in accountability (Fisher & Tack, 1988).

James MacGregor Burns (1978) equated transformational leadership with moral leadership:

> Transformational leadership is the relationship of mutual stimulation between leader and follower which engenders conversion of followers into leaders and may convert leaders into moral agents. Moral leadership ties the leader to the follower on the basis of mutual needs, aspirations, and values. It allows the follower to choose among leaders, and it assures that leaders take responsibility for their commitments. Moral leadership emerges from and always returns to the fundamental wants and needs, aspirations, and values of the followers (Burns, 1978, p. 434).

2.5 The Application of Leadership Models to Classroom Teachers

Baker, Roueche, and Gillett-Karam, in their 1990 study of *Teaching as Leading* shared a transformational leadership model incorporating ideas of major thinkers in leadership theory that develops a conceptualized structure for behavior and response

between teacher and student. The model identifies specific teacher attributes and student responses to these attributes. They provided the following table representing major content of this model (p. 40):

Table 1

TRANSFORMATIONAL LEADERSHIP MODEL	
Teacher Attributes	**Students' Responses**
Creates Teaching-Learning Purpose, Mission, & Culture	Understands Purpose, Mission, & Culture
Arouses, Engages, & Satisfies Needs	Brings Commitment to the Teacher
Has Vision & Sense of Future Direction	Identifies with Teacher's "Vision"
Inspires, Influences, & Motivates	Gains Insights & Conceptual Clarity
Ties to Student by Mutual Needs, Aspirations, & Goals	Shares Goals with Teacher
Values People over Things	Believes He/She Makes a Difference
Has High Tolerance for Change not Ambiguity	Has Choice to Follow Teacher
Demonstrates Sound Judgment, Values, & Morality	Moves Toward "Higher" Values
Has Commitment to Intellectual & Personal Development	Is Empowered & Educated to Lead
Makes the Student the Leader	Converts to Become Leader/Teacher

This model is designed for application to teachers as leaders. Examination of the model, however, leads to seeing application to all leadership positions.

In this same study, Baker and associates introduced their "Teaching as Leading Inventory" used to identify teaching as leading styles of award-winning instructors who were subjects of the study. This inventory classified subjects as influencers, supporters, achievers, or theorists. Over 50 percent of the subjects studied had the primary characteristics of influencers. Baker and associates (1990) concluded:

> The classroom lends itself to the fulfillment of the implications of leadership. Here the teacher is the leader, with the knowledge and skills of his or her discipline for guidance. The interdependence between the teacher and students is a given in a classroom. Neither actor can play out

> his or her role without the other, and both teachers and students agree to the outcome of their interdependence. The teacher uses knowledge, motivation, and interpersonal skills to guide the student in the curriculum; students react to those skills by employing their own abilities and aptitudes to enhance their education. The classroom becomes a meeting ground between teacher and student, a place in which the goals of the teacher and the goals of the student merge to become a single goal. Student and faculty aptitude, ability, performance, motivation, and reward are as much a part of the classroom as is the curriculum; and from our view, these elements are co-dependent – good situations demand both. Each of these characteristics contributes to the teaching and learning environment.
> (p. 243)

Greenleaf's concept of servant leadership is based on the premise that one first chooses to serve. One then makes a conscious decision to become a leader. The servant leader, however, continues to see the role of being a servant and benefiting those one leads as the key to effective leadership (Greenleaf, 1977). The servant leader may not consider himself/herself as a leader but is recognized as a leader by followers. This leadership model is used in this research to examine its application to teachers as leaders. Effective teachers look at the success of their students as their primary reward in teaching. They see their roles as encouraging and fostering the intellectual and personal growth of their students.

It is important to emphasize the overlap of leadership styles. Often a leader fits more than one classification. Theodore Hesburgh, used above as an example of a transformational leader, also fits the profile of a servant leader. He wrote about the need to convince people to move into leadership roles because they do not always recognize themselves as leaders. He made a conscious decision to lead and wrote about developing this desire in others. (Fisher & Tack, 1988) These are important traits in both transformational leaders and servant leaders.

The theories of transformational leadership and servant leadership have numerous similarities. The key similarity is the focus on the changes in and benefits to followers. Both of these theories put the follower and his/her growth first. It is through the follower that organizational objectives are accomplished. These theories are also both oriented toward the future and toward facilitating change. Vision and foresight are two characteristics of transformational or servant leaders. These leaders try to develop intrinsic needs in followers to bring individual goals in alignment with organizational goals.

Transactional leadership looks first at organizational objectives and at how leaders can get followers to meet these objectives. The role of the leader is to find ways to meet the organization objectives through followers. The process of doing this involves leadership control and give-and-take relationships. The transactional leader focuses on extrinsic rewards to move followers in desired directions. Leaders following this theory are more concerned with "getting it done" than with transforming followers to want to get it done.

2.6 Theories of Motivation

2.6.1 Introduction and Overview

> In a low-trust culture, you're into "the great jackass theory of motivation" – thecarrot out in front, the stick behind. In a high-trust culture, people are internally motivated. They're fueled by the fire within. They're driven by a sense of passion about fulfilling a shared vision that's also a co-mission, a synergy between their own mission and the mission of the family or organization. (Covey, Merrill, & Merrill, 1994, p. 236)

The primary research question posed by this study was:

> What factors influenced recently appointed administrators in the Wisconsin Technical College System to move from full-time faculty positions into full-time administrative positions?

It is, therefore, important to review basic theories of motivation in order to relate study findings to these theories. This section provides an overview of specific theories of motivation considered prominent by most business and organizational behavior resources. This section also explores motivators that have been specifically applied to educators through previous research and publications.

Those theories discussed in sections 2.6.2 through 2.6.5 are considered content theories of motivation. Content theories attempt to explain human behavior in terms of human needs. These theories look at what individuals need to motivate behavior and how these needs change over time. Sections 2.6.6 through 2.6.8 discuss process theories of motivation. Process motivation theories focus on how need deficiencies are translated into behaviors rather than on the actual needs.

2.6.2 Maslow's Needs Theory

Abraham Maslow (1943) developed one of the most well-known needs theories of motivation. He classified human needs into five categories:

1. Physiological Needs – the basic needs for survival such as food and shelter
2. Safety Needs – needs for protection against loss of basic needs and the needs for security
3. Belonging Needs – the needs for loving, belonging, and affection including the needs for social acceptance and interaction with others
4. Esteem Needs – the needs to be respected by others and to have a good reputation

5. Self-actualization Needs – the need to reach one's own potential, to be the best that one can be

Maslow's needs are illustrated above through the use of a pyramid with the lower level physiological needs forming the foundation and the highest order need of self-actualization at the peak. Maslow theorizes that people must attain satisfaction of lower level needs before they look toward satisfying the higher level needs. As individuals move up the hierarchy, they strive to satisfy increasingly higher level needs (Cullen, 1997) (Gawel, 1997) (McShane & Glinow, 2000) (Tosi, Mero, & Rizzo, 2000).

2.6.3 ERG Theory:

Clayton Alderfer developed his ERG (Existence, Relatedness, Growth) Theory as a response to perceived weaknesses in Maslow's theory. He combined the five needs levels identified by Maslow into three needs classifications: Existence, Relatedness, and Growth. Existence needs are a combination of Maslow's physiological and physical safety needs. Relatedness needs include the need for emotional safety and those needs that Maslow classified as belonging needs. Growth needs include Maslow's esteem and

self-actualization needs. Although ERG Theory agrees with the satisfaction-progression model of Maslow, this theory states that individuals may strive to satisfy needs at multiple levels at the same time. ERG Theory also allows for regression on the needs hierarchy by stating that, if an individual's higher level needs are not being met, the individual will again focus on lower level needs (McShane & Glinow, 2000) (Tosi et al., 2000).

2.6.4 Herzberg's Two-Factor Theory (Hygiene Theory)

Research conducted by Herzberg, Mausner, and Snyderman in 1959 resulted in the theory commonly known as Herzberg's Two-factor Theory. Herzberg identifies motivators and hygienes in his theory. Motivators are related to job satisfaction and include growth factors such as recognition, responsibility, and achievement. Hygienes are related to job dissatisfaction and include working conditions, pay, job security, company policies, and relationships with supervisors and co-workers. According to this theory, lack of hygienes creates job dissatisfaction; but the presence of hygienes does not create job satisfaction or increased productivity. The presence of motivators does not lessen job dissatisfaction but does enhance job satisfaction. Improving motivators increases job satisfaction and productivity but does not decrease job dissatisfaction. Improving hygienes lessens job dissatisfaction but does not increase job satisfaction and productivity. According to this theory, money is not a motivator. As an example, absence of money increases job dissatisfaction; but increased pay does not increase job satisfaction.

The main contribution made by Herzberg to motivation theory is that this theory

recognizes job content as a primary motivator of job satisfaction and employee performance (Delgado, 2001) (Gawel, 1997) (McShane & Glinow, 2000) (Tosi et al., 2000).

2.6.5 McClelland's Theory of Learned Needs:

McClelland's theory, developed in 1965, is recognized as a content motivation theory that has specific applications to leadership. McClelland identifies three basic needs. These are the needs for achievement, affiliation, and power (McShane & Glinow, 2000) (Tosi et al., 2000).

The need for achievement refers to an individual's need to accomplish goals through his/her individual efforts. This need is especially strong in athletes that compete in individual sports and is met through jobs that are challenging, provide recognition, and provide immediate feedback.

The need for affiliation refers to the need to have positive relations with others and to avoid conflict and confrontation. Those with a high need for affiliation tend not to be successful leaders because their main concern is being liked, rather than moving their organization ahead (House & Aditya, 1997).

The need for power refers to the desire to control one's own environment including people and resources. McClelland divides the need for power into two categories. The first is the need for personalized power. This refers to those that have a need for power for its own sake. Those with a high level of this need see power as a way to accomplish their personal goals. The other need for power is called the need for

socialized power. One who has a strong need for socialized power sees power as a way to benefit others whether it 's society or their organization (McShane & Glinow, 2000).

2.6.6 Expectancy Theory of Motivation

Expectancy Theory is based on the work of several social psychologists beginning in the 1930s. Victor Vroom (1964) is credited with introducing Expectancy Theory to the organizational setting (McShane & Glinow, 2000). Several models of this theory exist, but these models are all based on expectations of efforts and outcomes.

Two basic expectancies are included in the models. The first is effort-performance expectancy. This expectancy revolves around the anticipation of the performer that effort will produce wanted performance. Since this expectation is founded on probability, it can be rated from 0 (meaning no probability that effort will result in wanted performance) to 1 (meaning positive probability that effort will result in wanted performance). An example would be if a student feels that no matter how hard he/she works, the student will never solve a given math problem; this expectancy probability will be 0. If another student has significant experience in solving this type of math problem and is confident of the solution, this student has an expectancy probability of 1. Most students in a math class focusing on the given problem will have an expectancy probability somewhere between 0 and 1. Confidence in one's ability is the major element in effort-performance expectancy.

The second type of expectancy in this model is performance-outcome expectancy. This expectancy relates to the expectation that achieving performance will result in a certain outcome. This expectancy can also be illustrated through a range. If the student

in the above example has an effort-expectancy probability of 0.8 he/she still may not put forth the effort to solve the problem if the student does not expect the solution to result in a given outcome, such as an increased grade in the math class.

A third component of expectancy theory is that of valences of outcome. This refers to the value of the outcome to the performer. If the performer sees no value in the outcome, the first two expectancy probabilities may have little influence on performance (McShane & Glinow, 2000) (Tosi et al., 2000). Valances of outcomes relate to content motivation theory in that the outcome must be valuable to the performer's needs.

2.6.7 Organizational Justice Theories

A variety of organizational justice theories are based on equity. Where most motivational theory is based on intrapersonal factors, these theories are based on interpersonal factors. The individual performer looks at how others are treated and rewarded and compares that treatment to how the individual is treated. Negative feelings arise when one perceives inequity of treatment and in outcomes. An example is the individual that sees someone else rewarded with a promotion or pay increase when the individual feels that he/she gives just as much to the organization and was not rewarded (McShane & Glinow, 2000) (Tosi et al., 2000).

2.6.8 Goal–setting Theory

Goal-setting theory is based on the assumption that a person will perform if that person plans to perform (Tosi et al., 2000). Premises of goal setting theory include the following:

1. A positive relationship exists between difficulty of goals and performance. Very simple goals do not lead to outstanding performance. A person with higher level goals will do better than a person with lower level goals.

2. Specific goals lead to higher levels of performance than do general goals. If a person knows just what is expected, that person is more likely to perform.

3. The performer must participate in setting the goals. Lack of participation in the goal-setting process leads to lack of commitment to the goals and lack of performance.

4. Feedback about performance related to goals is essential. The performer must know whether the desired level of performance is being achieved.

2.7 Recent Related Research

2.7.1 Motivation Research in the Educational Setting

Although there are no studies identifying those needs that specifically motivate faculty to move into administrative leadership positions in two-year colleges, studies have been conducted to identify what motivates good teachers and how good teachers motivate students. The ability to motivate faculty and staff is also recognized within the competencies for community college leadership in the new millennium (Desjardins & Huff, 2001).

2.7.1.1 Motivation of Community College Faculty

According to O'Banion & Associates (1994), community college faculty members are more motivated by intrinsic rewards than are members of many other professions. Their choice of career can be seen as an indicator that they are not likely to be motivated by extrinsic rewards. Certainly money and recognition can serve as rewards for these faculty members, but these types of rewards probably have little power to improve teaching and learning.

O'Banion (1994) concludes his study of teaching and learning in the community college by identifying seven reinforcers of reward and recognition (pp. 288-293) and four concepts valued by faculty that serve as motivators (pp. 293-297). These reinforcers and concepts can then be used to develop a framework for faculty reward and recognition. The seven reinforcers are as follows:

1. Effort-Contingent: Reinforcement should be tied to effort through performance-contingent standards and/or success-contingent standards. Caution is required when basing rewards on performance-contingent standards. There are times that rewarding performance even when desired results are not achieved may be appropriate; however, rewards can lose their behavioral reinforcement value when performance that does not result in success is rewarded

2. Combination of Intrinsic and Extrinsic Motivation: Intrinsic motivation is considered more positive and powerful than extrinsic motivation. Extrinsic rewards cannot be ignored because they are accepted as recognition of value in our society. It is therefore necessary to foster intrinsic motivation, the desire to complete a task because it is interesting, enjoyable, and challenging without eliminating extrinsic motivators such as pay, promotion, and approval.

3. Appropriate and Varied: Rewards and recognition must meet the needs of the individual at a given time. Because individuals have different needs and since these needs vary over time, it is important to provide appropriate and varied rewards and recognition.

4. Relational: Rewards and recognition mean more to the recipient if the recipient respects the person providing the reward and is confident that the person recognizing performance really appreciates and understands the recipient as a person. This fact suggests that recognition from or through the immediate work team is sometimes preferred to recognition coming through top management.

5. Immediate: Recognition and reward are always more powerful in encouraging continued performance when they occur as soon after performance as possible. Good teachers recognize the importance of positive immediate feedback to their students and tend to desire the same for themselves.

6. Spontaneous: Unexpected recognition increases positive reinforcement. It is important for those providing the recognition to stay alert to opportunities for recognition.

7. Growth-Reinforcing: The best reward systems are those that encourage professional growth and movement through a career journey. Providing developmental challenges followed by recognition for success will assist in the development of confidence and self-actualization in the faculty member.

The four concepts valued by faculty identified by O'Banion (1994) are as follows:

1 Community: Faculty members express the desire to spend more time with colleagues in professional conversation. They want to be part of a learning community to share ideas and practices. They often comment that their schedules are so hectic that this just isn't possible and that they end up feeling isolated in a crowd. Implications for rewards and recognition include designing reward systems that facilitate the interrelationships among colleagues.

2. Balance: Full-time community college faculty are involved in multiple courses and multiple course sections as well as in student advising, committee work, grading, and problem students. They often feel overwhelmed by the day-to-day requirements of their jobs. They find the concept of balance important because many of them would like to have time to pursue high-interest projects including learning new teaching techniques and technology.

3. Challenge: The need to be intellectually stimulated is identified as one that surfaces for faculty members in various stages of their careers. Good teachers do not want to feel that they are getting stale. They feel a need for renewal and stimulation to refresh their enthusiasm for learning.
4. Reflection on Teaching and Learning: Faculty members place a high value on processes that enable them to become more reflective about teaching and learning. When they discover learning research and try to apply it to their setting, they often discover that the uniqueness of the community college makes theoretical application difficult.

2.7.1.2 Motivation and K-12 Faculty

A study of 30,000 elementary and secondary teachers involved in the Tennessee

Career Ladder Program (TCLP) evaluated motivators as compared to Maslow's and Herzberg's motivation theories (Gawel, 1997). According to the data collected through this study, teachers at all experience levels felt their need for self-actualization was more satisfied than their need for esteem. This is the reverse of Maslow's theory that says that the esteem need must be satisfied prior to the need for self-actualization. This study concluded that self-actualization was a preponent for esteem with this group of subjects. Additionally, the study found that those subjects on the first level of the identified career ladder considered money as a motivator and were part of the study because of monetary factors. This finding conflicts with Herzberg's hygiene factors.

2.7.1.3 The Role of Community College Faculty in Student Motivation

A teacher that is able to motivate students to learn has attained an understanding of the importance of motivation in achieving success. Some of the important aspects of this level of motivation have been included in recent studies.

Baker & Associates (1990) studied over 850 award-winning community college faculty to gain a better understanding of teachers as leaders in community colleges. When teachers and students were asked to report particular behaviors of teachers, 92.8 percent of the teachers and 88.2 percent of the students reported that teachers motivated learning.

Motivating students to increase their satisfaction for and development of learning skills is accomplished by:

- Motivating students to be totally involved in the learning process;
- Considering students' adult and experiential learning and soliciting contributions from students;

- Capitalizing on students' experiences by incorporating them tangibly into classroom teaching;
- Promoting trust and respect between student and teacher, and among students;
- Encouraging independent thinking;
- Viewing student maturation as a desirable goal of education; and
- Encouraging risk taking. (p. 102)

K. Patricia Cross (2001) identifies six principles for enhancing motivation in the classroom:

- Expect Success: Leading students to expect success may be one of the most important principles of motivation for classroom teachers.

- Create Optimal Levels of Challenge: Tasks must be difficult enough to create a challenge, but not so difficult that the student sees no chance of success.

- Encourage Feelings of Control: Balance direction with independence in learning to optimize motivation of the learner.

- Capitalize on Intrinsic Motivation: Help students become excited about learning to make learning the goal rather than the "grade" being the goal.

- Give Informational Feedback: Give precise rather than global feedback including strategies for improvement. Research shows praise is not always effective as a motivator as we might anticipate, especially with adult students.

- Capitalize on Social Motivation: Make sure the overall environment is supportive and non-threatening. Social learning groups work well for student motivation, but only after the esteem of self-doubting students is enhanced (Cross, 2001) (pp. 14-20).

2.7.2 Professional Development

An additional area of professional literature reviewed for content concerns available faculty development opportunities. In her study of faculty development opportunities in community colleges, Grant (2000) analyzed data from 232 community colleges. She found that 90 percent of the colleges responding had formal faculty

development programs. Fifty-two percent of the colleges had a faculty development coordinator, and 58 percent of the colleges conducted a formal annual needs assessment to determine what types of faculty development opportunities should be offered. The development categories most frequently offered were organizational (95%), curricular (85%), professional (75%), and personal (60%) (Grant, 2000). Some aspects of leadership development were included in the organizational category.

Baynum (2000), studied the areas of expertise needed for a successful community college senior administrator and whether or not these areas of expertise are included as formal curricular components of community college doctoral programs. He worked with a panel composed of community college senior administrators, professors that teach in community college-focused doctoral programs and leaders of professional organizations dealing with community college issues. His study indicates that the most important and most relevant areas of expertise contributing to the success of a community college senior-level administrators are personal attributes and the ability to communicate and interact effectively with others. It was his conclusion that these qualities are unlikely to be included as formal components of doctoral programs (Baynum, 2000).

One of the research questions addressed by Teague (2000) was, "Have the individuals in the chief academic officer (CAO) positions participated in leadership training programs outside of their academic degree programs (p. 89)?" Sixty-nine percent of those studied indicated that they had participated in leadership training programs. The six most frequently cited programs were:

1. National Institute for Leadership Development
2. Harvard's Leadership Development Programs
3. League for Innovation Executive Leadership Institute

4. American Council on Education Fellowship
5. American Association of Women in Community Colleges Leaders Institute
6. Chair Academy

The study did not indicate whether subjects participated in any of these leadership development opportunities prior to or after becoming a chief academic officer.

The leadership role of the department chair is recognized in professional literature (Gmelch & Miskin, 1993) (Seagren, Creswell, & Wheeler, 1993; Tucker, 1984). Regional and national efforts have targeted this level of community college staff member for leadership training. Various periodic publications, such as *The Department Chair* focus on development of skills for this position. Although numerous resources and development opportunities designed to improve teaching are available to classroom teachers, very little has been published on the importance of faculty leadership development as a means to encourage faculty to move into higher level leadership positions within their institutions.

2.7.3 Certification in the Wisconsin Technical College System

Because this study deals specifically with faculty and administrators in the Wisconsin Technical College System (WTCS), an understanding of certification requirements in this system is essential. Complete certification information can be found at http://www.board.tec.wi.us/cert/index.htm.

In order to teach in the WTCS, a faculty member must have a minimum of two years (4,000 hours) of work experience in the occupational area in which they will be teaching plus a bachelor's degree or equivalent. Each degree program has an occupational experience document that lists the duties and tasks that must have been

performed in the work place in order for a candidate to be certified to teach in that occupational area. Academic instructors are required to have a minimum of one year (2,000 hours) and counselors are required to have a minimum of two years (4,000 hours) of work experience outside of the educational setting. In order to attain standard five-year certification, a faculty member must have completed the following series of teaching related courses:

1. Philosophy of vocational, technical, and adult education
2. Teaching methods
3. Curriculum or course construction
4. Educational psychology
5. Educational evaluation
6. Educational diversity

Provisional certification is granted while instructors complete required courses. After standard certification is earned, continuing education requirements necessitate faculty members to earn the equivalent of six credits every five years. Each district has developed a certification plan that has been approved by the system State Board. This plan outlines the types of professional development activities that will be acceptable. These activities include, but are not limited to, completing credit course work; attending meetings, workshops and/or seminars; increasing occupational experience; developing curricula, and performing services for nonprofit organizations. The faculty member's supervisor and the college certification officer must approve activities chosen.

Many administrative positions within the WTCS are also certified positions. Those administrators that supervise faculty must be certified as instructional supervisors, instructional related supervisors, instructional administrators, or instructional related administrators. To attain standard certification in one of these areas one must possess a master's degree or equivalent, must meet all certification requirements for instructional

certification, complete a required two-credit supervision course, and earn or have earned 12 to 15 credits in educational administration and/or management that are related to the position held. For the most certified administrative positions, two years of teaching experience is also required. Newly hired administrators can be granted provisional certification for two-year periods while they complete the additional course work required for this certification area as long as they already have the occupational experience and the master's degree or equivalent. Two-year certification is renewed if a minimum of six credits are completed in each two-year period. After standard certification is achieved, these administrators also are required to earn the equivalent of six credits every five years through activities approved the district certification plan.

Because of the WTCS certification system, all certified staff are involved in staff development activities. All faculty and instructional supervisors have taken certain instructional-related courses and all instructional supervisors have taken, or are in the process of taking, management, supervision, and higher education administration courses.

2.7.4 Mentors/Role Models

Another area examined by Teague (2000) was the existence and importance of mentors and/or role models in the career movement of those chief academic officers (CAOs) being studied. The study defined a mentor as "An established professional who shows an interest in a person's professional career development and helps that person reach his or her goals (p. 87)." Considering this definition, 55.9 percent of the respondents indicated that they did have a mentor that aided them in becoming a CAO. Mentors were identified as having provided professional advice, served as a sounding

board, served as a professional reference, and notified of and/or sponsored the subject for a CAO position.

When respondents were questioned about their role models, 25 percent said that their mentor and role model were the same person. Teague (2000) defined a role model as "A person who held a position an individual now holds or aspires to hold and who influenced the individual's career (p. 88)." Fifty-two percent of the study subjects indicated that their role model was a negative role model. In Teague's opinion this means that the subject desired to attain a position because he/she could do it better than the role model (p.88). The majority of study subjects indicated that they had both positive and negative mentors and role models.

2.7.5 Faculty Perceptions of Influence on Major College Decisions

In her study of how community college faculty perceive their influence on decisions in their colleges, Dupont (2000) used both quantitative and qualitative techniques to gather and analyze data from 635 subjects. Her study focused on faculty in the Kentucky Community and Technical College System (UKCCS). She found that faculty were generally satisfied with their level of input in decision-making; they believed they had the greatest influence in division decisions and academic affairs issues. Faculty believed they exerted the least influence in areas of financial affairs, student affairs, and system wide decision-making. Senior faculty believed they had more influence than did junior faculty. Female faculty expressed a greater desire to participate in decision-making. Men and women faculty appeared to have equal opportunities to serve in campus leadership positions. Generally, female and male faculty were found to

have similar opportunities for leadership positions regardless of the gender composition of administrative leaders. However, in institutions with a female president, female faculty were significantly more likely than males to serve as a UKCCS senator or a program coordinator. They were also more likely to seek advice from a mentor and to participate in the leadership academy (Dupont, 2000).

2.7.6 Career Paths

Although the respondents in Teague's study (2000) were specifically community college chief academic officers (CAOs), some of her findings may have relevance to this study. Eighty-nine percent of the CAOs (290) at one time held teaching positions in a community college setting. Ten indicated that they came directly from teaching to the CAO position. The most common pathway identified to the CAO position was through instruction, department or division chair, dean, and then CAO. Over 75 percent of the CAOs listed helpful job assignments as one of the elements that assisted them to move into their current positions. Some of the specific job assignments identified included curriculum development, budgeting, teaching, writing/designing and managing grants, participating in college accreditation self-studies, managing or supervising others, leading long-range planning and evaluations, leading groups, faculty or collaborative teams, scheduling and staffing classes, developing new programs, reviewing programs, and managing and analyzing institutional research.

Teague's respondents identified obstacles or barriers to moving into the position of CAO. The two mentioned most frequently were gaining the required terminal degree and the administrative experience most colleges wanted for the CAO position. Also

identified as obstacles were low turnover or few position openings, gender issues, and the need for relocation. Less than ten (10) listed age (either too young or too old), lack of mentoring or good role models, lack of experience with unions and collective bargaining, time and the demands that management place on time, competition for positions, and a reluctance to leave faculty positions. These barriers will be compared to the responses gleaned from the participants in the current study.

Participants in the current study were asked how they would identify, support, and encourage faculty members who would make good administrators. Teague's respondents were asked what advice they would give to those with the goal of becoming a CAO. From a wide variety of advice given, some of the advice given by Teague's respondents included:

1. Make sure you are honestly motivated by a desire to help students rather than by personal power or prestige.
2. One needs "thick skin," a "small mouth," and "big ears."
3. One needs a minimum of five to seven years of teaching.
4. Teaching in a community college is essential (48 comments).
5. Assume leadership at a faculty level by serving as a department chair.
6. Hold positions in the college/university environment with increasing responsibilities – this will help you to develop credibility with those you will supervise.
7. Do an excellent job in whatever position you are holding currently.
8. Become familiar will all aspects of community college operations.
9. Get a broad base of experience within the college or at several colleges.
10. Be dedicated to the college as a comprehensive unit.

11. Make opportunities for professional growth – don't wait for them to come to you.

12. Develop interpersonal skills, listening and communication skills, and decision-making skills.

Being able to see the "big picture" and being honest and forthright were included as skills needed by the CAO. Potential CAOs were also advised to be flexible when possible, but not to compromise their principles. They were advised not to be afraid to make mistakes and admit it when mistakes are made, always willing to do that which is right.

2.8 Scholarly Contribution

Although the size and homogeneity of the research sample does not allow for broad generalizations to be made, findings will be helpful in building initial action plans to encourage the movement of teachers from the classroom into administrative positions within the Wisconsin Technical College System. Findings may prove valuable to other two-year colleges facing the same challenges. Chapter 1 of this report presented evidence of the problem of the shortage of leaders ready to fill administrative positions at two-year colleges. The action plans made possible and/or enhanced through the findings of this research will serve to continue and improve development plans for future two-year college leaders.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction:

The current study is a combination of quantitative and qualitative applied research with the major focus on the gathering and analysis of qualitative data. Both quantitative and qualitative tools are used to gather and to analyze data. An understanding of leadership, power, and motivational theory forms an essential foundation for the study.

3.2 Research Design

3.2.1 Participants

Because the primary technique used to gather data, personal interviews, is qualitative in design, participants were purposefully selected. A relatively small, information-rich sample was identified. An in-depth study of an information-rich sample is consistent with the methodologies appropriate for qualitative research (Patton, 1990).

A survey sent to the human resources directors in each of the 16 colleges that comprise the Wisconsin Technical College System (WTCS) identified potential participants. A copy of the cover letter and survey can be found in Appendices A and B. The human resource directors provided the names of former full-time faculty members who moved into full-time administrative positions between July 1, 1998, and January 1, 2000. The human resource directors identified thirteen (13) potential participants located at ten (10) campuses of nine (9) system colleges. These thirteen (13) potential participants were contacted and eleven (11) individuals agreed to participate. The sample

provided the researcher with a sufficient pool of information to discover initial findings in the research area.

3.2.2 Data Collection

A quantitative survey was designed and mailed to each potential participant to collect identifying and demographic data. A copy of the letter to potential participants and a copy of the initial survey are in Appendices C and D. The first and final sections of the survey obtained contact information and contact preferences of potential participants. The questions in the second section of the survey contained the criteria for study participation. This section verified information provided by human resource directors and informed recipients of the identified criteria. Following Patton's statement that "background and demographic data are boring and epitomize what people don't like about interviews (Patton, 1990, p. 295)," sections 3 and 4 of the survey collected background information on the participants to be used in the analyses of data. Adjunct doctoral committee members with survey-design experience and professional colleagues who had moved from faculty to administrative positions assisted in the identification of categories and questions included. Suggestions for topical areas were reviewed, and those suggested through multiple sources were included in the instrument. The information was used to determine if similarities in background resulted in similar responses during the interviews. For example, is there a relationship between years of teaching experience and a teacher-leader's aspirations toward moving into administration? The consent form sent to each participant is in Appendix E.

The survey was pilot-tested for readability, lack of bias, and reliability prior to implementation. The questionnaire was distributed to a group of four volunteers. These volunteers were selected because they had experiences in constructing and administrating survey instruments and because of their varied work experiences and assignments as faculty members. Because section 4 of the survey was designed to gather data related to previous and current work and teaching experiences, it was important to validate the clarity of the survey instrument. Volunteers completed the survey and provided verbal and/or written feedback as to the form and content of the document. Reviewers' comments were used to make revisions to the survey.

Interviews were conducted using the general interview guide approach. According to Patton (1990), the interview guide is used to assure consistency in the issues and topics addressed with each subject. This approach falls between the informal conversation interview approach and the standardized open-ended interview approach, providing the interviewer with a framework on which to build a conversation with the subject. This framework leaves the interviewer free to word questions in appropriate ways and to ask them at appropriate times during the interview (Patton, 1990). This approach combines structure with spontaneity for the interviewer and the subject. Interviews of each subject were taped and transcribed.

An interview guide was prepared consisting of topical areas and alternative questioning formats that could be used to solicit responses depending on the degree of initial responses. Selected members of the doctoral committee overseeing the study reviewed this interview guide and revisions were made based on their recommendations.

Copies of the interview guide and the interview question matrix are included as Appendices F and G.

Practice interviews were conducted with two administrators who met the selection criteria but not the time frame. These interviews tested the usability and content of the interview guide and provided experience for the interviewer in using the guide. The guide was revised based upon these interviews. Pilot interviews, followed by revisions to the interview guide, increased the reliability and validity of research findings. According to Patton (1990), the reliability and validity of qualitative research depends to a large extent on the skill of the interviewer.

Interviews were scheduled with each of the eleven (11) individuals who had agreed to participate. Participants were asked to allow 60 to 90 minutes for initial interviews. Interviews were conducted between March 1, 2000, and June 30, 2000. The researcher made personal notes during the interviews and audio tapes of perceptions immediately following each interview. Participants were asked to agree to follow-up telephone interviews, if needed, to seek clarification, or to expand on previously expressed ideas. No follow-up telephone interviews were necessary.

3.2.3 Data Analysis and Interpretation

All interviews were recorded and transcribed verbatim. Original tapes were compared to transcripts by the interviewer to assure accuracy of transcribed data. Original tapes and transcriptions have been preserved. The interviewer's audio taped perceptions of each interview were transcribed to be accessible with the pertinent transcribed interview. Documentation will be preserved in this form. An additional copy

of the transcribed interview, including interviewer's notes, was used to aid in the preparation of a case analysis of each participant. Case studies were prepared in a matrix format using primary topics from the interview guide as well as additional comments and insights of participants. Vignettes of case studies are included as Appendix H. Full case studies are not included in order to protect participants.

Cross-case analysis was performed to compare responses and insights of participants on similar topics. A matrix of topics discussed was prepared for each participant on which similar topics were coded for easier identification and classification. Each matrix contained an area for "other" comments of participants. This captures unique insights or motivators that may apply to one or two subjects, but give important insights into behavior or feelings.

The interpretation phase of this study involves the use of the descriptive data to look for causes, consequences, and relationships that appear to impact the movement of full-time faculty into administrative leadership positions within the Wisconsin Technical College System. Interpretation also includes comparison with the identified theory base and to the findings of researchers who have completed comparable or related studies. Interpretation can be found in Chapter 5.

3.2.4 Limitations, Strengths, and Weaknesses of the Study

Because the scope of the study involves eleven (11) administrators who were formerly full-time teachers, generalizations from the data gathered are not possible. The data reflect only the views of the participants. This study focuses on a small, information-rich sample. The goal of the researcher was to gather in-depth information.

Because participants were being asked to recall those factors that were important to them as they made the decision to move into administrative positions, the findings of the study are limited by the recall of the participants. Data were gathered only from the perspective of participants. Because of this, responses by participants could have been self-serving. No behavioral observations were made that might have substantiated self-reports. Another limitation of the data is that the study involves only participants of the Wisconsin Technical College System. The population makes the findings of the study more applicable within the WTCS, but may result in findings less useful to other two-year colleges.

Another limitation of the study is the researcher/evaluator effect. Because the researcher has personally experienced the move from teacher to administrator, she must minimize the impact of potential biases in the interpretation of data. Potential bias can not be totally eliminated, however, in an effort to minimize the impact, the researcher has followed the *Epoche* process used in phenomenological research studies. In the *Epoche* the researcher excludes preconceived ideas and presuppositions about the phenomena being studied (Patton, 1990). This process assists the researcher to view findings in a different light from one's own personal experience and encourages the rigorous seeking of alternative interpretations. The researcher used the following procedures:

1. Prior to the collection of data, the researcher wrote a reflective report including what her responses were to the interview topics.

2. The researcher discussed the questions and her personal responses to the questions with doctoral committee members assisting in the design of the interview portion of the study.

3. As data were analyzed, comments and conclusions agreeing with those originally identified by the researcher through step No. 1 were reviewed to ensure that the views of the participants were reflected.

One strength of the study is that the participants were limited to those employed in the technical college setting. Because this particular segment of higher education has identified the need for future administrative leaders, it is appropriate that the participants of the study are members of this segment. The differences in performance of faculty members and their roles within their institutions impact the results of the study. Colleges within the identified system do not put an emphasis on research and publication by faculty. By studying faculty from technical colleges only, an element of commonality exists among participants.

There are both advantages and disadvantages of using a small, information rich sample in a qualitative study. The homogeneity of the participants adds to the value of the research.

Another basis of homogeneity of study participants was the study criteria. No participant had been in an administrative position for two years. All participants moved into their administrative positions between July 1, 1998, and January 1, 2000. Interviews were conducted within six (6) months of the selection cut off date. Relatively new to their positions, participants related their initial thoughts about moving into administration as well as how their lives and work environments had changed since making the move.

Another common factor is that all participants were members of bargaining units prior to moving into administration. Issues of seniority and union protection explored through this study may differ from tenure issues in two-year colleges that are not organized.

3.2.5 Protection of Human Subjects

Because research participants have been asked to share personal information with the researcher, confidentiality concerning information provided by participants through the questionnaire and interview processes is vital to participants in this study. Participants were assigned coded identifiers. Interview tapes have been identified by these assigned codes. The transcriber was not aware of the identity of the participants. Colleges in which participants work were referred to by number only. Numbers assigned to each college do not correspond to the official identification numbers of these colleges within the technical college system.

Each participant was offered a copy of the transcribed interview in which he/she was involved. Each participant was given assurance of procedures that were implemented to protect confidentiality. Participants have signed a release allowing the researcher exclusive control over the use of information obtained through this study under the condition that confidentiality of the participants is protected to the extent possible. A copy of the "Protection of Human Subjects" documentation is included as Appendix E.

CHAPTER 4

FINDINGS

4.1 Introduction

Findings described in this chapter result from the processes described in Chapter 3. Also included is information about the colleges at which participants work. To fulfill the promise to participants of maintaining confidentiality to the extent possible, colleges and participants are not referred to by name. The college identifiers used are not related to the district numbering system generally used by the Wisconsin Technical College System. Any quotations from participants are cited without the use of identifiers.

The researcher prepared case summary matrices for each participant as a technique to compare data gathered. Individual case summary matrices are not included because they would tie comments to individual participants. Case vignettes are included as Appendix H.

4.2 Colleges with Participants:

Table 2 contains information about the colleges employing participating subjects and is compiled from the February 2001 edition of *WTCS Facts*, a periodic publication of the Wisconsin Technical College System Board (Staff, 2001).

TABLE 2

FACTS ABOUT PARTICIPATING COLLEGES						
College Identifier	1999-2000 Headcount	1999-2000 FTEs*	Number of 1999-2000 Graduates	Number of Approved Programs 1999-2000	1999-2000 Staff Equivalent Faculty**	1999-2000 Staff Equivalent Administrators /Supervisors
012	19,612	1,724	660	53	138.0	18.6
013	49,432	4,935	1,299	76	388.7	52.9
014	27,309	2,600	1,089	56	197.2	35.6
015	14,755	1,955	656	51	135.7	17.3
016	23,645	2,665	854	74	227.9	27.8
017	11,537	1,036	248	29	112.1	9.1
018	43,225	4,374	1,240	77	347.4	18.0
019	25,512	3,498	887	78	344.2	26.2

* One FTE = 30 Credit Hours
**Includes Teachers and Specialists (Specialists are nonteaching faculty positions)

Participating technical colleges represented a wide spectrum of system members based upon FTEs generated, number of programs offered, number of faculty members, number of graduates, and number of administrators. College size, as indicated by enrollment and graduate numbers, numbers of faculty and staff, and numbers of programs offered, does not appear to have any relationship with whether or not a WTCS college promotes faculty members into administrative positions.

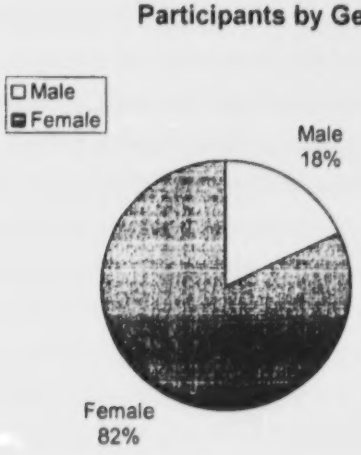
4.3 Demographic Information about Participants

Information was gathered through the initial survey sent to potential participants. The information is presented here in both narrative and graph/chart format.

4.3.1 Gender

Nine of the participants in this study are female. Two participants are male.

Graph 1



4.3.2 Ethnic Identification

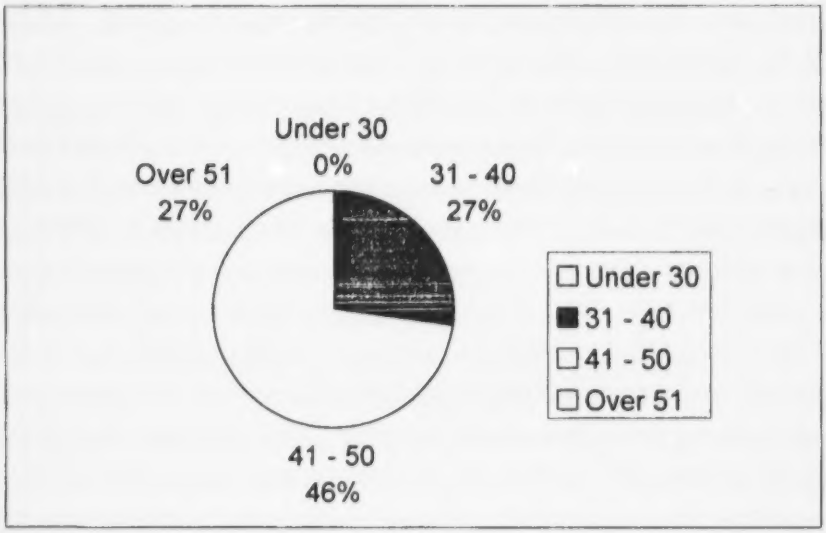
All participants self-identified as White (non-Hispanic).

4.3.3 Age Range

Both the median and the mode age range was 41 to 50 years.

Age Range	30 and Under	31 – 40	41 – 50	Over 51
No. of Participants	0	3	5	3

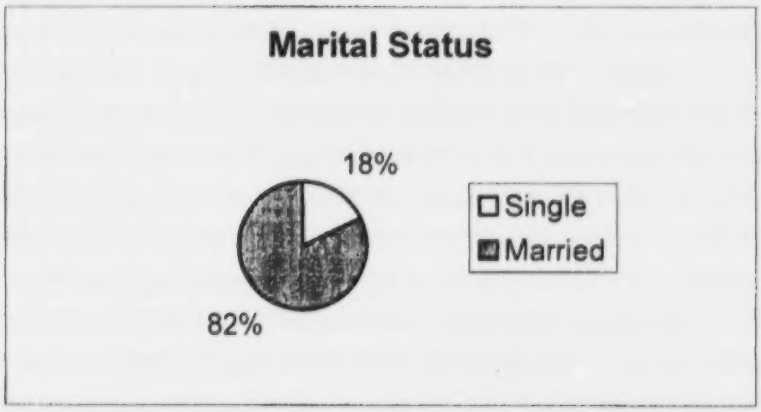
Graph 2



4.3.4 Marital Status

Participants were asked to identify marital status using two categories-- single or married. Nine (9) participants identified themselves as married and two (2) participants identified themselves as single.

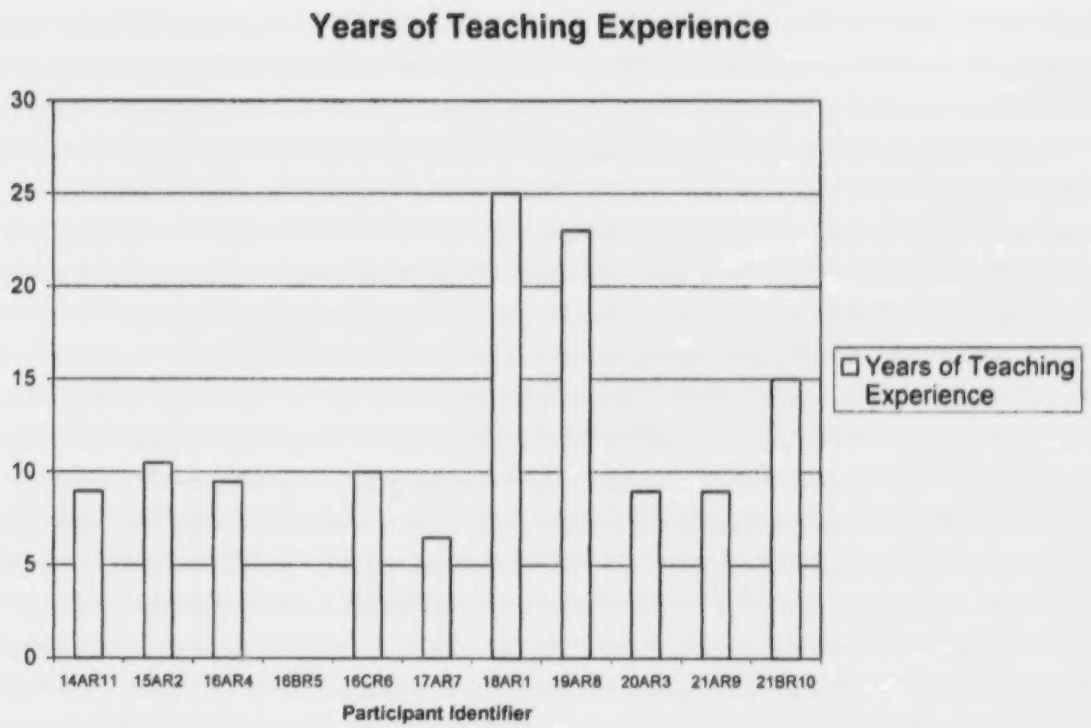
Graph 3



4.3.5 Teaching Experience in the Wisconsin Technical College System

The number of years of classroom teaching experience in the system varied from zero (0) to twenty-five (25). One participant had no classroom experience because the participant was in a full-time faculty position that did not involve classroom instruction.

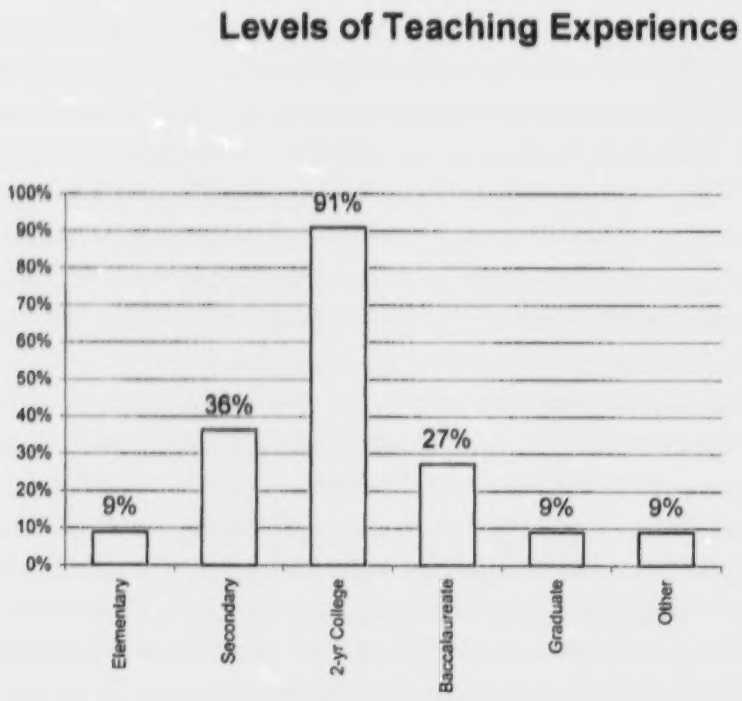
Chart 1



4.3.6 Levels of Total Teaching Experience

Participants identified the educational levels in which they had previous teaching experience. The following data include duplicated numbers reflecting the fact that some participants had experience in multiple educational settings. Ninety-one (91) percent or ten (10) participants had classroom teaching experience in the two-year college setting.

Chart 2



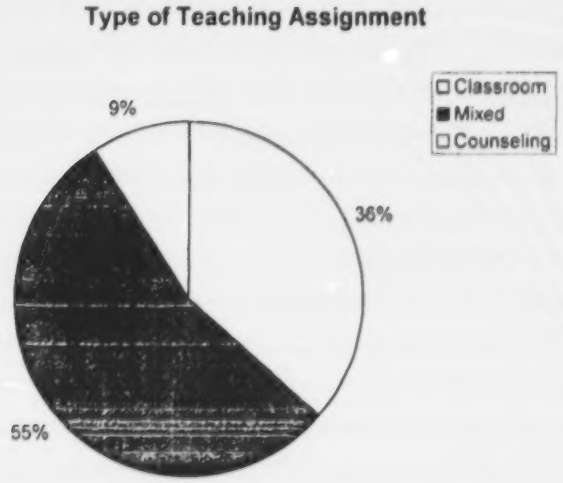
4.3.7 Type of Teaching Assignment

All participants moved from full-time faculty to full-time administrative assignments. They selected the description of their teaching assignments in the faculty position most recently held. Participants chose from the following five (5) categories:

Classroom Instruction	Counseling
Coordination	Other
Mixed Assignment	

Fifty-five (55) percent or six (6) participants identified their most recent teaching assignments as mixed assignments, thirty-six (36) percent or four (4) participants as classroom teaching, and one (1) participant as counseling.

Graph 4

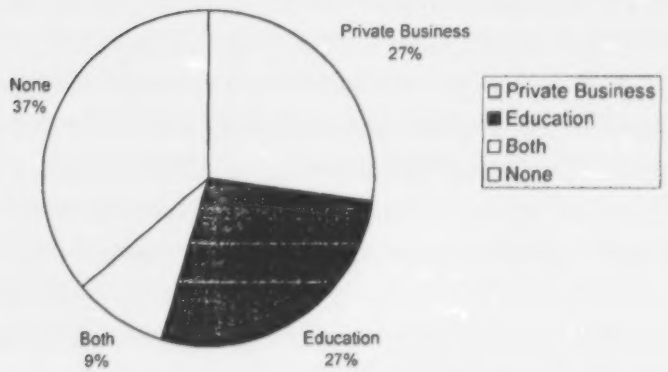


4.3.8 Previous Administrative/Management Experience

Some participants had previous management and/or administrative experience. Participants identified whether or not they had such experience and where that experience occurred. Although multiple options were provided, participants who identified previous experience selected the areas of education, private business, or both. Responses were based on job duties and/or job title. Some participants identified prior administrative experience based on alternative or supplemental job assignments while classified as teachers. This is discussed more fully in Section 4.3 of this chapter.

Graph 5

Management/Administrative Experience



4.4 Findings from the Interview Process

An interview guide approach was used to gather information from the eleven (11) participants of this study. Because not all participants were asked to respond to the same

questions, but rather were led to discussion of topical areas, findings related in this section are classified into those topical areas addressed through the interview process.

The topics addressed through the interview process included each participant's career path, professional development opportunities, professional support, support of family and friends, economic considerations, information provided prior to accepting the position, identification and support of potential administrators, and characteristics that carry over from a faculty position to an administrative position. Participants also discussed the role of administrators in teaching and learning and how their perceptions of that role may have changed since moving into administrative positions. Discussions included the importance of certain motivators in their career satisfaction. Each participant was given the opportunity to discuss any other factors that may have played a role in his/her career move as well as any other ideas that might help the researcher better understand the phenomena being studied. Findings reported in this section relate to the topics discussed, as identified above, through the interview process.

4.4.1 Career Path

None of the participants in this study had a career plan that included higher educational administration as one of its elements. This is understandable given the certification code of the Wisconsin Technical College System. In order to be certified as an instructor, one must have a minimum of two (2) years of occupational experience in the occupational field for which certification is sought. Academic faculty must have one (1) year of work experience outside of education to be certified. Many instructors see teaching as a second career. Participating occupational instructors had no plans to teach.

Several participants had career plans that included teaching, but they anticipated teaching on the elementary or secondary level. None of the participants planned careers in higher education teaching or administration.

Five (5) of the eleven (11) participants had no planned career path. The remaining six (6) participants did have career goals that can be seen as related, directly or indirectly, to education and/or administration. Examples of this included one (1) subject who had an identified career path leading to an administrative position in health care and another who planned to reach a high-level management position in business. Two (2) participants had careers in teaching as part of their plans.

Participants were asked if they felt that their experiences in previous positions encouraged them or helped them feel more comfortable with their moves into the administrative positions they entered. Four (4) participants identified tasks related to administrative positions that they were assigned while in teaching positions as having impacted their decisions to move to administration. Examples of these duties included serving as department chair, assisting in establishing a new program, and setting up a flexible lab. One (1) participant made the strongest statement concerning this impact, while sharing experiences of a mixed assignment, including classroom teaching and serving as division chair:

> . . . I liked the administrative side of things and I liked scheduling. I liked working with adjunct faculty. I liked the variety of things that I got to do as division chair and I had also been on a lot of college-wide committees and projects and I enjoy that kind of work. I was getting more satisfaction out of the administrative special assignment than I was out of the classroom teaching that might be a good direction for me and I would try it.

Two (2) participants identified experiences in previous positions in the private sector as enhancing their comfort level in making the move to administration. Two (2) participants were involved in administration or management in the private sector, as well as having had mixed assignments in education that made the participants more comfortable about moving into administration.

One (1) participant identified leadership roles played in community or church organizations as helpful in considering the change to administration.

4.4.2 Professional Development

Professional development played an important role in the career paths of all participants. Although all were not able to identify specific professional development activities leading to their moves to administration, they all identified activities in which they had participated. These included membership in professional organizations, formal education (all participants had earned master's degrees), on-the-job learning, workshops, conferences, participation in campus-wide and statewide activities, and formal leadership training. One (1) individual commented that the lack of time made it almost impossible to participate in professional development activities. Table 3 lists general types of professional development activities and the number of participants who identified each activity as having a possible impact on their careers.

TABLE 3

TYPE OF PROFESSIONAL DEVELOPMENT ACTIVITY
Formal Education in Management or Administration
Training Related to Teaching in a Management Related Field
Specific Leadership Training
Training in Occupational Field (Includes State-Called Meetings)
Training in Teaching Techniques
Involvement in College-wide Committees/Issues

An interesting discovery about professional development that surfaced through discussions was that participants considered almost everything they did as professional development. Opportunities to serve in an interim positions, state-called meetings, and service on college-wide committees were seen as professional development. Three (3) participants specifically talked about their growth by seeing the "big picture" and being involved in college-wide issues. A comment made by one participant illustrates this attitude:

> Another piece of the original question of what led me to this position was that I was also the chair of our governance structure for a year and a half, of our entire school governance structure, not just instruction, and I was the head of instructional governance structure for a year and a half too. And that really helped me with organizational skills and that helped me to learn all of the other things that go on around here so that was probably a real big piece of skills I attained to be comfortable in this position.

4.4.2.1 Wisconsin Leadership Development Institute (WLDI)

Because WLDI was identified in Chapter 1 as a staff development program designed to train future leaders for the WTCS, it was important to inquire whether individuals were participants in the program. Five (5) of the eleven (11) administrators studied had participated in WLDI, but all participated after they accepted their administrative positions. One (1) participant was disappointed in the program but did say that it was a good opportunity to meet other people around the state and to develop support networks. The other four (4) administrators who participated in WLDI were enthusiastic about the program and felt it helped them to adjust to their new positions. All WLDI participants mentioned the number of talented people they met through this program and how these people remain sources of information and support.

4.4.3 Professional Support

Professional support is defined as support from colleagues within the college and the system. Participants were asked about the levels of support and encouragement they received from peers (other faculty members), from immediate supervisors, and from other administrators; and how this support impacted their decisions to move into administration. Also discussed was the role that formal and/or informal mentors played in their decisions.

4.4.3.1 Support of Peers

Seven (7) of the participants stated that their peers were encouraging and supportive of their applications for the new position. For three (3) participants this encouragement was the final determinant in their decisions to apply. For two (2) of the above three (3) participants, the encouragement to apply did not result in receiving the position. However, their memories of the original encouragement influenced later applications for positions that the participants did receive. Three (3) other of these seven (7) participants stated that, although their peers were supportive by saying things like "We know you can do this," they also made comments such as "You are crazy to leave the union" and "You will be going over to the other (the dark) side." One (1) respondent said that peers offered condolences on the move and that there was an attitude among faculty members that the administration should not be "stealing good teachers" from the classroom.

Two (2) participants said that their peers were not aware of their potential applications. In one (1) case, this was because the position became available in the summer, and no one was available to discuss it. In the other case, the participant said "This was a very private decision." One (1) participant said that one (1) peer had previously been in the administrative position that had opened up and was not interested in applying. One (1) said that peers did not think the participant could handle the position and that these peers were not supportive.

4.4.3.2 Support of Supervisors and Other Administrators

Seven (7) participants reported that their immediate supervisors were very supportive and encouraging as they made their decisions to apply for, or to accept, administrative positions. In general, the supervisors answered questions and shared information about the positions. One (1) stated that the encouragement from the supervisor was the main reason for the participant's application.

Eight (8) participants reported support and/or encouragement from at least one (1) other administrator on their campus. Other administrators responded to participants' questions. In four (4) of these cases, the administrators, although generally supportive, asked questions such as, "Are you sure you want to do this?" and "Why do you want to do this?" One (1) participant reported an increase in the comfort level in applying when a vice president explained that the new position would require a great deal of new learning but that was understood and colleagues would be patient and helpful.

4.4.3.3 Mentorships

Five (5) of the eleven (11) participants shared relationships with an individual identified as a mentor. In four (4) of these five (5) situations, the mentor was no longer in physical proximity with the subject. In one (1) case, the mentor still kept in touch, and the participant felt free to contact the mentor to discuss issues. In these five (5) cases, the mentor relationship was informal and arose because of the participant's respect for the mentor. In three (3) cases the participants felt that the mentor relationship had a major impact on their decisions to move into administration.

The five (5) individuals who participated in WLDI had formal mentors for the program. Since these relationships occurred after the move to administration, they played no role in the decision to make the move. Two (2) of these five (5) participants did report, however, that this formal relationship was helpful as they assimilated to their new positions. An additional participant reported that a formal mentor was appointed by the college to assist in the transition into the new administrative position. This was reported as very helpful.

All participants discussed role models and shared the influence these role models had on their lives in general. According to participants, role models influenced factors such as work ethic, values, and personal commitment. These factors, although considered important by participants, were viewed as having indirect impact, rather than any direct impact in the decision to move into administration.

4.4.4 Support of Family and Friends

None of the participants reported that friends outside of the college had an influence on their decisions to move into administration. Several participants related that these friends were congratulatory after the fact, and in one case, held a party to express their congratulations.

Of the nine (9) married participants, seven (7) reported very strong support from their spouses when considering the move into administrative positions. One (1) shared the following story: "I called my (spouse) and I said, what would you think if I said I wanted to apply for the associate dean position?" The response was, 'Well, I always knew you could do it and was just waiting for you to find that out.'"

One (1) of the married participants related that his/her spouse was not "super-supportive," mainly because the spouse was also a teacher and was concerned about both of them not having summers off and, especially, was concerned about loss of bargaining-unit protection.

One (1) of the married participants reported that his/her spouse did not support the move into administration because of a change in family life-style. This spouse felt that the extended workday, extended workweek, extended contract-year, and increased responsibilities would have a detrimental impact on the family.

Of the married participants with children, three (3) reported strong support. Those with adult children did not consult their children prior to making the decision. One (1) participant commented that the move would not have been possible if children were younger, but another participant had a child under one year old. One (1) participant shared the following story.

> My kids last year when I thought about taking this permanently you know we had a meeting and said 'You guys, what do you think?' And I was so gratified because first of all it was my daughter speaking and I am always concerned about daughters you know career plan and what not and she said well, ' . . . you went to school to do this. It's a great opportunity. Go for it.'

The two (2) unmarried participants, as well as two (2) of the married participants, discussed the support of other family members in making the decision to move into administration. One (1) shared that family members were split in their opinions, some feeling this was a great opportunity and the others pointing out the change in life-style that would occur. The other unmarried participant did not share the decision with family members until after the fact. Two (2) married participants related that a parent was very supportive of the decision to move into administration.

Except for one (1) participant, even those family members who questioned and/or did not encourage the career move were supportive, encouraging, and congratulatory after the fact. One (1) participant was not supported at home, which caused significant stress, reflected in a comment made several times during the interview; "I don't want to destroy my marriage over this."

4.4.5 Economic/Lifestyle Considerations

4.4.5.1 Salary & Benefits

Increased salary was definitely not a major motivator for the eleven (11) participants of this study. Two (2) participants reported a slight, but insignificant increase in salary. Three (3) commented that their annual salaries were higher, but their hourly pay was less than they were making as faculty members. Four (4) stated that teachers with extended contracts had higher incomes. One (1) reported making the same amount, but was working for more than one (1) employer when a faculty member. He/she added that the administrative position would not have been accepted had it resulted in a loss of income. One (1) respondent noted that the move was lateral in terms of salary. This participant was relatively low on the faculty pay scale and commented that more senior faculty would lose money by making the move. Another participant reported taking a 20 percent decrease in pay. Only one (1) participant reported negotiating salary prior to accepting the administrative position.

Participants indicated that other economic benefits, including health insurance, life insurance, and retirement programs, were the same for faculty and administrators at their respective colleges.

4.4.5.2 Extended Contract Hours

Nine (9) of the eleven (11) participants stated that although they considered the fact that the contract for administrators included more weeks than the standard faculty contract. This fact did not have an impact on their decisions. Two (2) stated that they were already working on extended contracts. One (1) commented that although time-off was important, it did not matter that time-off would no longer be tied to the school year.

One (1) respondent stated that although the contract was longer, the fact that time-off could be taken any time during the year was a major motivator in accepting the position. This participant shared that a teaching position had opened up since the participant had made the move to administration. After a family meeting, the participant decided not to return to the faculty position because this would result in a loss of flexibility for time off.

An interesting comment of one participant was "I just never got that excited about sitting around in the summer doing nothing. I know everybody says, 'Oh you get the summers off when you are a teacher.' I said, that was fun when we were kids and everybody was off, but I said, you know, all my friends are working."

One (1) participating college did not calculate "years of service" of a faculty member in the formula used to calculate vacation time available to an administrator. This was mentioned by one (1) participant and was brought up as a major concern by another respondent from that college. This was an issue at the one (1) participating college only. The other colleges either did not factor in years of service when determining time off for administrators or factored those years in the same way for all employees who moved into administration.

4.4.5.3 Bargaining Unit Protection

Six (6) of the eleven (11) participants stated that the loss of protection from the bargaining unit was not important to them in making the decision to move into administration. Two (2) of these six (6) commented that they were low in seniority and were consequently, not well protected in the bargaining unit.

Three (3) of the eleven (11) participants said that leaving the protection of the bargaining unit was a major concern in making their decisions to move into administration. One (1) simply took the risk. Another asked for an agreement to return to a faculty position after one year if the administrative position did not work out. The campus administrator refused to pursue this option with the union. The third (3rd) asked for the same type of position protection and was granted a written agreement, allowing the return to a faculty position after one year, if so desired by either the participant or the college.

Four (4) participants stated that they could return to faculty positions, according to the faculty bargaining agreements at their colleges. Accepting an interim appointment to administration allowed the continuance of accumulation of seniority. Moving into a permanent administrative position allowed return to a faculty position in one year, two years, or three years, depending on the individual and the local contract. One (1) participant stated that the local bargaining unit contract allowed former faculty to retain earned seniority for an indefinite period of time if they moved into an administrative position. Accrued years of seniority would continue to be recognized.

4.4.6 Accuracy of Information:

Participants were asked about the level and accuracy of information they received about their administrative positions prior to applying for and/or accepting the positions. Four types of information were discussed. These were salary and benefits, position description, work expectations, and required commitment.

Three (3) of the eleven (11) participants did not seek information beyond the posted job description. These participants felt that they were already familiar with the position by having worked in the department, having previously performed some of the duties, or having served in the position in an interim capacity. One (1) that had thought he/she understood the job admitted to being surprised by the time commitment needed to fulfill the job description. One (1) respondent said that the only information sought was about salary and benefits, and that was accurately portrayed.

The other eight (8) participants sought information from multiple sources. All said that the information they received about salary and benefits was accurate. Five (5) of these eight (8) participants stated the job descriptions had proven accurate. The remaining three (3) participants said the job descriptions were as accurate as they could be at the time; however, because new positions were being created and structural changes were in process, there were variances between the original job descriptions and the jobs they were actually expected to perform. This possibility was made clear to them from the beginning. Six (6) participants said that they were clearly made aware of the amount of time and the commitment needed to be successful in the new position. Two (2) of these participants stated that they were not prepared for the quantity and variety of work they were expected to accomplish.

4.4.7 Traits/Skills That Carried Over

Participants identified those traits/skills they felt carry over from being a good teacher to being a good administrative leader. Table 4 represents a compilation of the participants' responses. Traits/skills are listed in descending order based on the number of respondents that identified the trait/skill.

TABLE 4

TRAITS/SKILLS THAT CARRIED OVER FROM TEACHING TO ADMINISTRATION
Efficiency/Organization Skills
People/Relationship Skills
Fair – Weigh All Sides
Respect for/Interest in People
Communication Skills
Good Listener
Ability to Motivate and Influence
Calm Nature
Positive Outlook
Problem Solving
Up-front and Honest
Collaborative Style
Ability to Read People
Facilitator
Focus on Broadening Horizons
Time Management
Creativity
Tough Skinned
Enthusiasm
Speak for the Person Not There
Sense of Humor

4.4.8 Identification of Potential Administrators

Participants were asked how they would identify a faculty member who would potentially make a qualified administrative leader. Three (3) of the participants said that this is an internal desire, and individuals would have to self-identify, or be identified by their colleagues.

Table 5 summarizes skills/characteristics of potential administrative leaders that were identified by the participants of this study. Skills/characteristics are listed in descending order based on the number of respondents that identified the skill/characteristic.

TABLE 5

SKILLS/CHARACTERISTICS OF POTENTIAL ADMINISTRATIVE LEADERS
Good Work Ethic
Involved in College-wide Activities
People Skills/Team Player
Good Communicator
Willing to Learn/Ask for Help
Works for Intrinsic Rewards
Organized
Genuine
Calm/Patient
Good Teacher
Tactful
Firm
Flexible
Fair
Good Listener
High Standards
Good Decision Maker

4.4.9 Support of Potential Administrators

Participants were asked how they would support or encourage a faculty member that they felt would be a qualified administrative leader, or a faculty member who came to them and expressed an interest in going into administration. Table 6 summarizes the responses of participants. Techniques used to support and encourage potential administrative leaders are listed in descending order based on the number of respondents that identified the technique.

TABLE 6

TECHNIQUES FOR SUPPORTING POTENTIAL ADMINISTRATIVE LEADERS
Get Them Involved
Suggest Staff Development Activities
Provide Positive Reinforcement
Serve as a Mentor or Role Model
Help Them Develop a Plan
Share Information
Encourage Them to Take Risks
Introduce Them to Other People
Make What We Are Doing Look Like Fun
Learn Their Style
Ask, "How Can I Help?"

4.4.10 Role of the Administrator in Teaching and Learning

One hundred percent (100%) of the participants viewed the role of the administrator in teaching and learning as a supportive role. Only one (1) participant mentioned the supervisory role of an administrator and that was as the respondent discussed the importance of balance between supervising to accomplish tasks and facilitating teaching and learning. Common terms and phrases used by participants to

describe the role of administrators in teaching and learning included facilitate, advocate, encourage, create the environment, find the resources, remove the barriers, keep the teaching and learning dialog open, make change do able, model for faculty, lighten the moment when needed, and support teachers in new initiatives. They saw administrators as facilitators and supporters of both faculty and students. The researcher perceived significant devotion to teaching and learning. The participants were eloquent in their comments and their words expressed their feelings. The following are direct quotations about the administrative role in teaching and learning:

- Create the environment and then do anything I can to be available and do what I can to make it happen for them.

- I think the administrator is to make it easy and feasible as possible. To figure out how to pay people to do neat cool things that are out there, to give them the opportunities. I think it is our job to make their job easier.

- One participant made the following comment when talking about administrators as change agents: "I see that that's my role, to model a can-do atmosphere for people to feel as though they are successful – to feel as though they are supported and also to feel that its ok to make a mistake, that we are going to try some things that aren't going to work and we are going to try lots of other things that will be wonderful."

- I want to help take away some of the burdens that aren't directly connected to getting the education to the students so that they can do it.

- My personal viewpoint is that administration supervisors in general are here to create and facilitate the environment for teaching and learning to take place. And my personal bias is that teaching and learning come first and then you know administration plays the support roles that take care of employment issues that feed the information to help facilitate learning.

- I am here for the student first, and here for the faculty member second … students have to come first.

- The administrator needs to create the environment, and part of that is on the plus-side, lining up the resources, making sure what the teachers need is there in terms of professional development for them, technology for them. On the other side, I think there is a clearing of the path, too. There are a lot of just tedious things that get in the way of teaching ... to sort of provide resources and remove the barriers. Then I think, just to keep the dialog open about teaching and learning. I think teachers can get set in their ways too easily so I think we have to constantly challenge, as administrators, we have to constantly challenge the faculty with this is some of the latest information about teaching. For teachers who express an interest in trying something new, then to support them with resources and things like that.

- . . . My main purpose is to advocate for the students and to advocate for the teachers...making sure that they have all the equipment and supplies and curriculum-based materials that they need to be able to get those students graduated and occupational in the field that they are seeking. And then professional growth of the faculty also is a very big role . . .

- I think my major role is to facilitate the instruction. So that means that I have to facilitate the professional growth in our instructors, facilitate getting them the resources they need, facilitate them to be the best they can do as well as facilitate the students because that's why we are here.

Participants were asked whether their attitudes toward the role of administrators in teaching and learning had changed since moving into an administrative position. Seven (7) of the eleven (11) participants said that their attitudes of this role had not changed. One (1) did admit that as a faculty member; the participant did not even think about this. The barriers were taken away, but the participant did not think about how this was accomplished. Another felt that administrators at the campus saw their roles as supportive with the student being "number one," but that all need to be periodically reminded about this. Three (3) said that although they had seen the role of administrators in teaching and learning in the same way when they were faculty members, they did not feel that their administrators lived up to this ideal. One made this comment:

> I didn't see them performing that role as routinely. I actually see how they are doing it behind the scenes now more than when I was on the faculty side. I used to think they were ignoring it all. I don't think that is the case. There are some that I don't think are proactive enough when it comes to the faculty and the students.

Four (4) of the eleven (11) participants did not see the role of administrators in teaching and learning in the same way as faculty members as they see their roles as administrators. One commented:

> No! No! No! I don't think I saw that at all. I think I was so enmeshed in what I was doing and the challenges within the job I would see her role as somewhat invisible to mine, and I think that was just her style of leadership in that she was she was a person that really left you alone to do your job, which I appreciated very very much.

Another expressed concerns:

> Maybe my first change into administration, what I am getting at is that I was probably concerned about not having as much of an impact on the teaching and learning at the college when I left the classroom. But I think I very quickly saw ways as a (position not included in quotation) that I can do that so if I had any concern about not having an impact on teaching and learning, it certainly changed.

4.4.11 Motivators

Participants were asked to rate four (4) motivators as to their personal importance in their careers. The motivators were self-actualization, respect, power, and income.

All eleven (11) participants chose either self-actualization, or respect, as the number one motivator in their careers. Seven (7) rated self-actualization as the most important motivator, while three (3) participants chose respect. One (1) said that respect and self-actualization were equal. One (1) rated income and respect as numbers two and three respectively and stated that the two were very close. Another considered income as

one of the top two motivators. For this participant income came after self-actualization, chosen as the first motivator.

Two (2) participants rated income as the least important motivator and six (6) rated power as the least important motivator. Three (3) participants stated that after selecting the motivator most important to them, the remaining three were quite equal.

One (1) participant, who stressed the fact that power was not important, later in the interview talked about how good it feels to be "in the know" and to have information that no one else has. This subject's later comments revealed that "power" was more important than realized.

4.5 Other Important Factors and Findings

Eight (8) of the eleven (11) participants stated that previous management/administrative experiences they had either in other positions, or as mixed assignments when faculty members, were very important in making their moves into administration. In some cases this was because they experienced something new that they found satisfying. In other cases, the experience helped with participants' comfort levels in applying for the new position.

Six (6) of the eleven (11) participants stated that the main reason they decided to move into administration was the need for a change, or a new challenge. One (1), after talking about how much the participant enjoyed teaching, continued with this explanation:

> But I love doing lots of different things; and I can't stand, that's my biggest punishment is that I have to do the same thing over and over and

> over every day. I get very bored. I just like to have different challenges, and I saw that this was an opportunity to do that but the economics was a wash.

Six (6) participants said that the encouragement they got to apply was very important in making their decision. Some looked at the encouragement from supervisors as being the most influential, and some considered the encouragement of peers as more influential. One (1) said that the encouragement from family members was one of the most important factors in the decision to move into administration. One (1) said that encouragement was the main reason for the move. In that individual's words: "I applied because they said I could do it. I was flattered."

Other factors or motivators specifically identified by participants included the desire to see and be involved in the big picture [mentioned by two (2) participants], the desire to have a greater impact [mentioned by one (1) participant], flexibility of schedule [mentioned by one (1) participant], desire to try managing people [mentioned by one (1) participant], and the chance to be involved in a new initiative or major change [mentioned by two (2) participants].

One (1) participant stated that the major reason for applying for the administrative position was concern about the ability of another candidate to handle the position. This was identified as the major reason for applying for the position.

Three (3) participants had applied for administrative positions previously and did not get them. They stated that this made it difficult to decide to apply again.

One (1) participant had made the decision to return to teaching. Another commented that he/she would return to teaching at the first available opportunity. These two situations will be addressed more fully in Chapter 5.

CHAPTER 5

INTERPRETATIONS

5.1 Introduction and Overview

This chapter discusses the findings in terms of the primary and secondary research questions. Findings will also be related to the relevant theories and previous research introduced in Chapter 2. Finally, insights not anticipated within the scope of the original research questions will be presented.

5.2 Interpretation of Findings as Related to Original Research Questions:

The primary research question addressed through this study was:

> *What factors influenced recently appointed administrators in the Wisconsin Technical College System to move from full-time faculty positions into full-time administrative positions?*

5.2.1 Motivators

The first finding is that the participants were impacted primarily by intrinsic motivators as opposed to extrinsic motivators. Intrinsic motivators are those that come from within the person, such as the need for a challenge and the need to make a difference. Extrinsic motivators are provided by an outside source, such as compensation and working conditions.

The need for a challenge was specifically identified as a motivator by six (6) of the eleven (11) participants. Others referred to the need to see the big picture and the need to have a greater impact on teaching and learning. Only one spoke about the flexibility of work hours, an extrinsic motivator, as a major factor in the move into an administrative position. However, this same participant addressed the importance of

being involved in college-wide issues and how teaching limited possibilities because of teaching time constraints and commitments.

Job security, enhanced through bargaining unit membership, is an extrinsic element or motivator. Three (3) participants commented on the loss of bargaining unit protection as a major concern in their decisions; however, it was not sufficient to keep them from making the move.

All eleven (11) participants saw either self-actualization or respect as primary needs in their career satisfaction. It is significant that all participants expressed the desire to reach their own highest potentials.

The motivators that impacted participants' decisions to move into administration were compared to Maslow's hierarchy. Participants had met their lower level needs and were mainly motivated by esteem and self-actualization. The support participants reported receiving from peers and supervisors served to increase their self-esteem and, in two (2) cases, support was a primary motivator for the move to administration. The need for self-actualization consistently surfaced and is evidenced through the expressed needs for challenge, to have an impact, and to be involved in college-wide initiatives.

The participants had reached a level of comfort in satisfaction of physiological, safety, and belonging needs as identified by Maslow. This does not mean that these lower level needs were not examined in the decision-making process; however, they were no longer primary motivators. In fact, the movement from faculty to administration appeared to reawaken the need for belonging in six (6) of the participants. They had strong social relationships with their peers when they were teaching and were now supervising former peers. They were at various levels of developing new support

networks with their new administrative peers. Four (4) participants commented on the unique challenges of supervising former peers, while three (3) considered this aspect of their position positive because their former peers already understood their styles and were comfortable discussing issues with them.

The ERG Theory also applies to this study group. All participants fell into the "relatedness" and "growth" levels identified in this theory. This is a logical progression since Maslow and Alderfer were in agreement in identifying the higher level motivators.

The researcher found the relationship between the factors that motivated study participants and Herzberg's theory the most interesting. Every subject mentioned some type of hygiene. According to Herzberg's theory, hygienes are factors related to job dissatisfaction, such as working conditions, pay, job security, company policies , and relationships with supervisors and co-workers. According to the theory, lack of hygienes creates job dissatisfaction, but the presence of hygeines does not create job satisfaction or increased productivity. In some cases the subject was commenting on the financial package and how the move to administration was not financially beneficial. In other cases, it was the loss of bargaining unit protection, the length of the contract, changes in job situations, how vacation time was determined, or relationships with co-workers. The researcher perceived that these factors created job dissatisfaction in seven (7) of the participants. Yet, these participants made the move despite being dissatisfied with several aspects of the position. Two (2) participants appeared extremely dissatisfied with changes in their positions since they moved into administration. One (1) was returning to teaching and the other will do so as soon as the opportunity arises. All participants considered themselves as performing in their new positions to the highest level of their

abilities. The best example of a hygiene discussed by this group of participants was income. Three (3) participants commented that the colleges in the WTCS need to improve salaries for administrators. Sufficient increase in income can, therefore, be identified as a missing hygiene according to Herzberg's theory. However, salary did not appear to be a motivator for any of these participants. As stated earlier in this chapter, primary motivators were intrinsic. Consequently, additional salary does not increase participants' dedication or productivity. Additional pay would definitely not keep the two (2) participants that desired to return to teaching in administration. Salary had nothing to do with their desires to return to faculty positions.

The three basic needs identified by McClelland were the need for achievement, affiliation, and power. The need for achievement in his theory refers to the need for individual achievement. These participants all expressed or implied a need to personally achieve, but they were also very concerned with the achievement of others. Their personal achievements were found in student success, or college success, or the success of the department they supervised. This is a variation from McClelland's model of the need for achievement.

None of the participants appeared to have a strong need for affiliation. Respect for the jobs they did and good working relationships were important to them, however, there was no evidence of a desire to avoid conflicts. In fact, two (2) of the participants commented on the role conflict plays in healthy relationships. These participants, while recognizing the importance of positive working relationships, were not concerned about being liked.

The need for power as defined by McClelland's theory is the most applicable motivator for the participants of the study. The need for personalized power was evident from two (2) of the participants. But this need did not supersede the need for social power. The need to have power for benefiting others and their organizations was apparent in all study participants. Their comments related in section 4.4.9 of this document, "Role of the Administrator in Teaching and Learning," evidence the need for social power. Of the various content motivation theories examined in Chapter 2, the most striking resemblance to the motivators of this study group is the need for social power, as defined in McClellend's theory.

The most direct example of the relationship of expectancy theory to the participants involves the performance-outcome component of the model. Two (2) of the study participants planned to return to classroom teaching. One (1) had already made arrangements to go back to the classroom, and the other planned to do so at the first opportunity. In both cases, the main reason given for leaving administration was that the accepted positions changed significantly from the positions they thought they were accepting. They were motivated to make the move to administration by the challenges and content of specific positions for which they applied. The problem was that no matter how hard they worked at being successful in their new positions, college restructuring and situational changes prevented them from achieving the rewards they originally sought. Their performance did not result in the expected outcomes.

Several reinforcers or motivators identified by O'Banion (1994) are supported by the results of this study. One is that intrinsic rewards are the primary motivators of community college faculty. The needs for challenge, involvement, growth, impact, and

self-actualization surfaced over and over in the interviews with the participants. Another reinforcer was that rewards need to be growth reinforcing. Sixty-four percent (64%) of the participants had previous teaching assignments that involved activities outside of the classroom. They considered these assignments as opportunities for growth and saw the activities as providing opportunities to explore various aspects of administration. One (1) specifically reported more satisfaction from these assignments than from classroom teaching. Another stated that the assignments enhanced understanding of college-wide issues, and this led to the decision to seek more administrative involvement.

The four concepts valued by faculty that were identified by O'Banion (1994) directly related to the career needs of the study participants. All expressed opinions that supported their desires for community, balance, challenge, and reflection on teaching and learning. Specific reflections supporting the value of these concepts included comments on the need for a variety of tasks and responsibilities, the need for challenges, and the need to have a greater impact on teaching and learning.

5.3 Interpretation of Findings as Related to Secondary Research Questions

5.3.1 Secondary Research Question

> *To what extent and in what ways do classroom teachers aspire to positions in administrative leadership in Wisconsin technical colleges?*

None of the study participants had a career plan that targeted an administrative position in higher education. One (1) did plan on a career in administration, but this target was in the health-care field. Another originally planned on attaining a management position in the private sector. Only two (2) of the participants had even planned on teaching as part of their career path. In order to be certified to teach in the WTCS,

faculty must have two years of work experience in the occupational field in which they will be teaching. Counselors and general education instructors also need occupational experience outside of an educational setting. It is very common within WTCS that faculty members come into the system without previous plans to teach. All participants moved into administrative positions that are also classified as certified positions. To be certified as instructional supervisors, they must also be certified as instructors. Therefore, it follows that these participants would have worked in the private sector. With all but the two (2) participants who planned on becoming teachers, this experience in the private sector was where their original career plans were focused.

Since moving into administrative positions, three (3) of the participants are considering moving into higher administrative positions. These three (3) participants talked about the fact that they were currently exploring doctoral programs that might help them to advance in administration in higher education.

5.3.2 Secondary Research Question

How do the new administrators view their roles as leaders?

Discussions with participants as to their views of their roles as administrative leaders in higher education reveal that they mainly fall into two of the leadership styles or theories discussed in Chapter 2. These are transformational leadership and servant leadership.

The key to transformational leadership is that the leader sees his/her role as transcending the followers' immediate needs and helping the followers discover and reach their potentials. According to Bass (1985), the transformational leader recognizes

the existing needs of followers, but goes further, seeking to arouse and satisfy higher level needs in Maslow's hierarchy.

The participants saw their leadership roles as impacting both students and faculty. One (1) subject stated, "I guess as an administrator I am learner-centered and all that kind of stuff. I want students to be able to be responsible for themselves." Another subject spoke of being a change agent and always modeling the excitement of new possibilities to faculty and supporting the growth and risk-taking of faculty. Another subject stated, "I think we have to constantly challenge, as administrators we have to constantly challenge the faculty with some of the latest information about teaching." Helping faculty locate professional development opportunities to enhance their growth was also mentioned by participants as an important aspect of their leadership role.

The Transformational Leadership Model for classroom teachers presented by Baker (1990) directly applies to how participants perceive their administrative leadership roles. This model is presented in section 2.6 of Chapter 2. The following list of teacher attributes developed through Baker's study closely reflects the participants' views of administrative attributes:

A. Creates teaching-learning purpose, mission, and culture
B. Arouses, engages, and satisfies needs
C. Has vision and sense of future direction
D. Inspires, influences, and motivates
E. Ties to student by mutual needs, aspirations, and goals
F. Values people over things
G. Has high tolerance for change, not ambiguity
H. Demonstrates sound judgment, values, and morality
I. Has commitment to intellectual and personal development
J. Makes the student the leader

Four (4) participants commented on the balancing act necessary in their new positions. They recognized that it is very difficult to monitor or evaluate to ensure

accountability and at the same time support and encourage growth in faculty and students. There are times that these leaders lean more toward transactional behavior by depending on the exchange of a reward for performance. This blending of transactional and transformational leadership is recognized as necessary in most leadership positions.

Comments of participants also enforced the researcher's perception that the participants fell into Greenleaf's description of "Servant Leaders." All participants made at least one comment about the fact that they were there to support faculty and students. They felt the need to "clear the path" so that faculty could reach their potentials. The words "support," "encourage," "facilitate," "advocate," and phrases such as "create the environment," "take away the barriers and burdens," and "clear the path" appeared in every interview. These responses could be interpreted as meaning that the participants knew that they were expected to have these attitudes. It could be that the cultures within their organizations were such that they felt that they could not be successful if they did not speak the language of support and facilitation. However, the researcher, having had the opportunity to hear their words and see the excitement as they spoke, believes that these statements represented deep beliefs concerning their roles as administrative leaders. The importance of doing these things was paramount to these participants. Throughout the process of interviewing these participants, this researcher reflected about how fortunate the WTCS colleges are to have found new, excited, and dedicated leaders such as these. The ten (10) participants who had came from classroom teaching all loved teaching but moved on to new levels to impact teaching and learning. Some participants did not see this at the time they made their decisions to move into administration; but, as one put it, "I very quickly saw ways as a ... that I could do that (impact teaching and

learning), so if I had any concern about not having an impact on teaching and learning, it certainly changed."

5.3.3 Secondary Research Question

> *How can current administrative leaders in the Wisconsin Technical College System identify potential administrative leaders in order to assist them in professional growth experiences and activities?*

Participants were asked how they would identify faculty members who might become administrative leaders. Their responses are listed in Section 4.4.8. Responses that were made by multiple participants included:

A. Good work ethic
B. Involved in college-wide activities
C. People skills/team player
D. Good communicator
E. Willing to learn/ask for help
F. Works for intrinsic rewards
G. Organized
H. Genuine
I. Calm/patient
J. Good teacher

It is important to point out that participants were not asked to validate a list of attributes, but rather to express attributes in their own words as they came to mind. It might prove interesting as an element of further research to have participants rate various attributes according to importance.

As part of Teague's study (2000), community college chief academic officers (CAOs) were asked what advice they would give to someone aspiring to become a community college CAO. Some of the advice offered directly correlated to the identifiers found in this study. Similar advice given by Teague's respondents included:

A. Get teaching experience in a two-year college setting

B. Obtain leadership experience – suggested ways to do this included serving on committees, heading up special projects, serving as an officer in a faculty association or union, or participate in professional or civic organizations

C. Take on assignments with additional increasing responsibilities

D. Do the absolutely best work you can do in whatever position you are in

E. Participate in professional development activities

The importance of identifying teachers who would make good administrators was stressed by one (1) of the participants:

> One of the things I look at, and I have been looking because I think we need to . . . As a system we need to be looking at our faculty and probably even some of our clerical and technical people for leadership. I think if somebody takes an interest in what is going on at the rest of the college is the first thing I would look for. Someone who makes an effort, not that they have to be forced, goes out, asks questions, volunteers to learn about things outside their work area. That is one signal to me that this is someone who might have a big picture.

Another, when speaking about administrators in the WTCS, commented that many do not have any previous experiences or ties to the system and that the particularly "alarming" thing is that some of them have never taught. This same participant referred to the WTCS as "a neat place, a jewel that no one knows about." This individual had a wide variety of experiences tied to the WTCS including a relative who worked in the system and experiences as a student in the system.

The participants felt that there were indicators that can help identify potential administrators from faculty and that it is important to spot and support that potential. One commented that moving into administration takes away most of the rewards that come from direct student contact, and some teachers are just not willing to give that up.

5.3.4 Secondary Research Question:

> *To what extent and in what ways do Wisconsin technical college administrative leaders encourage teachers to consider holding administrative positions in their career plans?*

Findings related to this secondary research question will be examined in two different ways. First, the question will be examined by looking at the support and encouragement experienced by the participants. Secondly, the question will be examined based on what the study participants said that they would do as administrators to support potential administrators.

Four (4) participants commented on the fact that they did have mentors within their organizations who talked with them about administrative possibilities. In three of these relationships, the mentors encouraged them to try new things, such as serving on college-wide committees and accepting non-teaching assignments, that helped to provide a feel for administration. One said that the mentor would say, "Will you help me with this?" or "Why don't you try this?" In two cases mentors encouraged participants to apply for administrative positions that they did not attain; but the mentors kept encouraging them until another opportunity came up that they were successful in getting. These participants felt that the mentors were very important in encouraging their interest in exploring administrative positions.

One (1) participant reflected that, although not realizing it at the time, about one year before this participant's supervisor retired the supervisor started sharing information with the participant concerning the duties and responsibilities of the job. When the supervisor announced retirement, the participant was encouraged to apply.

Three (3) participants felt that the decision to explore administration was an internal decision. They pursued some staff development activities and college-wide involvement but did so through their own initiatives. All three (3) had mixed assignments at several points in their careers. Their supervisors never told them that assignments reflected recognition of administrative leadership potential. They did feel that the mixed assignments were important because they allowed exploration of administration while in a faculty position.

The remaining three (3) participants said that they never thought about doing anything to prepare for an administrative position and were not encouraged to do so by anyone. They did, however, say that they were supported when they decided to apply for an administrative position.

Participants from one college said that they did not think higher administration supported the idea of promotion from within. Administration seemed to think that external candidates brought new innovative ideas to the organization. This was interesting to hear because this college had multiple participants who met the study criteria, reflecting that the college was promoting from within.

There was no consistency concerning administrative identification, support, or encouragement of faculty members as potential administrative leaders. Some administrators felt it was important to spot potential faculty and help them reach their potential. Others felt no need for involvement.

This group differed in their feelings about the identification of administrative potential in faculty. Two (2) participants felt strongly that faculty had to self-identify, while three (3) felt strongly that an important aspect of their roles was to identify and

nurture potential administrators. The remaining six (6) were in the middle, feeling that this potential was something they should look for; but they were not passionate about this aspect of their positions.

All participants agreed that once a faculty member was identified as a potential administrator, there were certain things they should do as supervisors to encourage the faculty member's career growth. A table itemizing their ideas in this area is included in Section 4.4.8. The ideas shared by multiple participants included:

A. Get them involved
B. Suggest staff development activities
C. Provide positive reinforcement
D. Serve as a mentor or role model
E. Help them develop a plan
F. Share information

One (1) participant commented that "we have to make what we are doing look like fun. Too many administrators run around with a grim or exhausted expression. Who would aspire to a job that makes people feel like that?"

Another had already identified a faculty member and was working with her to move into an associate dean position. When asked what specifically the participant was doing to help the faculty member prepare for the potential move, the participant responded:

> Kind of teaching her the position. I had to kind of learn her style. You know some people want step by step, but she isn't like that. I give her a job and give her the information and she'll come back to me and ask what she needs to get this done or if she needs things. I kind of let her do what she is comfortable with and however she wants to do that.

The participant was also introducing the faculty member to colleagues throughout the system and participating in professional development activities with her. Another

thing the participant was doing was implementing some unpopular changes so that a new administrator could begin with more positive actions.

5.3.5 Secondary Research Question

What barriers currently exist to the movement of faculty into administrative positions in the Wisconsin Technical College System?

Many of the barriers identified by study participants did not serve as barriers to them. In some cases, they were not even concerns of a particular participant, but were perceived as barriers to other potential administrators.

An example is the loss of protection of the bargaining unit. Two (2) participants stated that they would not have accepted the administrative position if they had not had a safety net that allowed them to move back into a faculty position within a given time period. Six (6) stated that leaving the bargaining unit protection was of no concern. Five (5), including one who said it was of no concern personally, felt that loss of seniority was a barrier for many faculty members. Participants suggested that agreements with bargaining units be pursued which create a safety net for faculty willing to move to administration. Those who maintained their accrued seniority felt that this maintenance of seniority was a fair compromise.

Another issue that surfaced from participants from three of the colleges was strained relationships between administration and the faculty bargaining units. One participant commented, "Unless labor and management can learn to work together, we will never be able to tap the valuable talents that some faculty can bring to administration."

Salary was also identified as a potential barrier to movement into administration. One (1) participant stated:

> I don't do it for the money, but there is a piece of me that is resentful that I have instructors that when they work in the summer, they make as much as I do. I work a whole lot more than they do. (speaking of local public school principals) They don't have the same responsibility, or the staff, or the budget that I do, and they are making more money than I am. This is kind of frustrating with the tech system. They are going to have to look at that to keep their administrators and to want people. Why should people move up the ranks?

Salary was identified as a barrier to get faculty interested in administration by over fifty percent (50%) of the participants.

Participants from one college considered a lack of support for internal promotion as a barrier to the movement of faculty into administrative positions. This attitude reflects expectancy theory model components. The performance-outcome component indicates that one is motivated to perform if one expects that the outcome desired can be achieved. If a faculty member does not think that he/she has a chance of moving into administration, he/she may decide not to try. Another barrier identified in one college was the perceived philosophy of the college president on the role of teachers. The participant saw opportunities to explore administration as crucial in developing new administrators; but the college president believed that teachers belong in the classroom, and there should be very few mixed assignments.

Another barrier identified by three (3) participants was the lack of turnover within administration at their colleges. Vacancies did not occur often. Interested faculty members have to be ready when an opening occurs. Although this barrier is evident at some WTCS colleges, it is not anticipated to continue. The problem this study was designed to address is the large percentage of administrators in the system,

as well as nationwide, who will be reaching retirement age in the next five to ten years. Vacancies will become more frequent; the problem will be filling them with qualified applicants.

Most of the barriers identified by participants would be classified as hygienes under Herzberg's theory. They did not serve as motivators for the participants and may not serve as motivators for other faculty members to move into administration.

A barrier tied to an intrinsic need and which surfaced as very important involved faculty members' perceptions about administrators. Seven (7) of the eleven (11) participants admitted to either not understanding the role of the administrator in teaching and learning when they were faculty members or to not seeing administrators as fulfilling the role as the participants perceived it. According to O'Banion (1994), when teachers are leaders, they want to have an impact on the lives and successes of their students. Many do not see administrators as having this type of impact. Unless teacher leaders are enlightened to the important role of administrators in teaching and learning, few will desire to make the move into administration.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions, judgments, and recommendations of the researcher based on the data presented in Chapter 4 and the interpretations of this data shared in Chapter 5. The research methodology presented in Chapter 3 is an essential component of these conclusions, judgments, and recommendations.

There are advantages and disadvantages of using a small information-rich sample of participants in this qualitative study. The homogeneity of the participants adds to the value of the research to the main target audience, the leadership in colleges that are part of the Wisconsin Technical College System (WTCS).

All participants were faculty members in the WTCS prior to becoming administrators in the system. All participants were, therefore, subject to the WTCS Certification Code as faculty members. This code can be found in its entirety at http://www.board.tec.wi.us/cert/index.htm. Ten (10) of the eleven (11) participants were formally certified as either occupational or academic instructors under this code. One was certified as a counselor. All three of these certification areas require occupational experience outside of the educational setting for certification. All participants moved into administrative positions that also required certification.

Another basis of homogeneity of study participants was the study criteria. No participant had been in an administrative position for two years. All moved into their

administrative positions between July 1, 1998, and January 1, 2000. Interviews were conducted within six months of the selection cutoff date. As relatively new to their positions, participants were able to relate initial thoughts about making the move into administration as well as how their lives and work environments had changed since making the move.

Another common factor is that all participants were members of bargaining units prior to moving into administration. Issues of seniority and union protection explored through this study may differ from tenure issues in two-year colleges that are not organized.

The following conclusions and judgments are presented in relation to the original primary and secondary research questions. Recommendations presented in this chapter include both recommendations for future study and recommendations for action.

6.2 Conclusions and Judgments:

What factors influenced recently appointed administrators in the Wisconsin Technical College System to move from full-time faculty positions into full-time administrative positions?

The most important factors that influenced the participants were tied to intrinsic needs. These needs included the need for self-esteem, the need for self-actualization, the need for a new challenge, the need to have a greater impact on learning, and the need to have a more complete understanding of institutional issues.

Faculty members who were considering moving into administrative positions were assisted in making their decisions through support and encouragement. Different participants considered different support mechanisms as important. To some, the support

and encouragement of their families or friends were more important than the support of their educational colleagues. Others found that the support and encouragement of their peers, or their supervisors, is essential in making their decision to move into administration. All participants reported support or encouragement from some source.

Faculty members who had opportunities to explore a variety of work experiences tended to be more comfortable in making the decision to move into administration. This variety of experience included work assignments with administrative tasks, or working on college or statewide initiatives. Participants with these types of varied experiences and also with administrative or management experiences in prior occupations expressed the importance of these experiences in helping them to better understand administrative practices and the internal workings of their institutions.

To what extent and in what ways do classroom teachers aspire to positions of administrative leadership in Wisconsin technical colleges?

Support and encouragement are essential to the development of this aspiration in classroom teachers. It would be highly unusual to find a classroom teacher in the Wisconsin Technical College System who had a career plan targeting an administrative position. Because of the occupational experience requirement for instructional positions, faculty members are often entering a new career field when they become teachers. Because of labor management relationships, some faculty members are embarrassed to express a desire to move into administration. Therefore, if the movement of faculty into administrative positions is considered important, administrators need to be alert to potential and must know how to support this potential in faculty.

All participants moved into administrative positions in the same college in which they were teaching. Two (2) participants relocated to different campuses within the same college. Although the availability of information about internal position openings may contribute to internal moves, several participants commented that they would not have applied for the position at a different college. Participants spoke of having a comfort level with systems and processes of the college in which they taught. One (1) participant stated that the college had provided him/her with many opportunities and that accepting an administrative role was one way to "give back."

How do the new administrators view their roles as leaders?

Although participants were not asked to identify their leadership styles, their comments and attitudes led the researcher to identify them as transformational and/or servant leaders. Socialized power surfaced in every interview. The need to create and support an environment conducive to teaching and learning was evident in all participants. Several mentioned the difficulty of balancing the support role with accountability but saw the combination as essential to the learning environment.

How can current administrative leaders in the Wisconsin Technical College System identify potential administrative leaders in order to assist them in professional growth experiences and activities?

Administrative leaders in two-year colleges need to look for those faculty members who become involved in activities outside of their immediate instructional areas. One need is to identify faculty members who are always exploring new ways to perform current tasks and identifying and implementing needed changes in their areas. The task is to identify those who go above and beyond to perform any assignment to the

best of their abilities and those that have a passion for student success. It is important to provide those identified with opportunities to explore new areas of responsibility. To paraphrase one participant, the timing has to be right. Another reflected that some people who are great teachers cannot give up the immediate feedback and rewards that come from seeing their students succeed.

To what extent and in what ways do Wisconsin technical college administrative leaders encourage teachers to consider holding administrative positions in their career plans?

The study revealed no consistent answers to this question. There were some administrators who appear to feel that it is important to identify potential administrative leaders from faculty ranks. This was evident from discussions with participants who spoke of the encouragement they received. Other administrators seem to identify and encourage without ever telling the faculty member why. Still other administrators do nothing to encourage the move from faculty to administration. As new administrators, the participants felt that it is important to support and encourage this movement. Study participants did not agree on how potential administrators should be identified, with some feeling that self-identification is the only appropriate identification, and others expressing the importance of "looking" for potential administrators. Participants did agree, however, that after identification, it was their responsibility to support and encourage the move through the use of numerous techniques.

Participants who had positive relationships with mentors found that these relationships had an impact on their decisions to move into administration. Successful mentoring relationships formed because of mutual respect between mentors and faculty.

What barriers currently exist to the movement of faculty into administrative positions within the Wisconsin Technical College System?

The most important barrier to this movement appeared to be the lack of understanding by faculty of the role administrators have in teaching and learning. A significant portion of the participants did not fully understand this role prior to moving into administration. In some cases, faculty perceived that they were not wanted in administrative roles and that their colleges did not recognize the skills that they could bring to administration. Whether this perception is valid or not, it played a role in the decisions of faculty when considering whether or not to apply for administrative positions. As one (1) participant commented, "...current administrators do not give the impression that their jobs are actually fun!"

Several participants discussed hygienes, the job-related conditions that Herzberg identified as causes of job dissatisfaction, but not as motivators for improved performance. These participants felt that issues, such as salary, bargaining unit protection, and the length of administrative contract deterred some faculty members from moving into administration. The majority of participants were surprised when they were first informed of administrative salaries. They expected salaries to be significantly higher than faculty salaries; but in most cases, starting salaries were based on faculty salaries with adjustments for additional contract length.

6.3 Recommendations:

The following recommendations fall into two different categories: recommendations for future studies appear in the following section and the final section focuses on recommendations to the leadership of Wisconsin technical colleges.

6.3.1 Recommendations for Possible Future Study:

This study only begins the process of understanding the movement of full-time faculty into full-time administrative positions in the Wisconsin Technical College System (WTCS). Although study findings may be beneficial to the leadership of other two-year colleges, this study does not directly address the needs of colleges beyond those in the WTCS. Similar studies in other colleges or systems may reinforce or disprove the applicability of findings to a broader population.

Studies addressing some of the issues pertinent to the problem addressed by this study would add to the knowledge base needed to solve the identified problem. One such study might assess the interest of two-year college faculty in moving into administration. Other studies could focus on additional individual colleges or on statewide systems. Another study is needed to address the attitudes of current administrators in two-year colleges toward the movement of faculty members into administrative positions.

A follow-up study of the participants in five years would be a way to explore changes in attitudes and perceptions after having more experience in administrative positions. Another study is needed to know about retention in administrative positions in the WTCS. Eight (8) of the eleven (11) participants are likely to remain in administrative positions while three (3) are expected to return to faculty positions.

6.3.2 Recommendations for Action Based on Study Findings

Administration in individual technical colleges needs to define college policies on internal promotion from faculty positions to administrative positions. If the college decides that movement of faculty will be an integral component of succession strategies, this view should be shared with faculty and administrators at all levels. If the college decides that external candidates should be selected for staffing needs, this policy should be shared with staff. According to McShane & Glinow (2000), expectancy and goal-setting motivation theories state that individuals are motivated through their goals and their expectations that productivity will lead to goal achievement.

The following recommendations apply to those institutions of higher education that support the movement of faculty members into administrative positions as a viable way to address the shortage of administrative leaders:

- Communicate the policy of promotion from within to administrative and instructional staff.
- Work with current administrators to identify skills, attitudes, and abilities needed to be a successful administrator within the institution.
- Develop a plan to identify potential administrative leaders within faculty ranks.
- Examine work assignments of those identified, and offer opportunities for assignments that encourage faculty members to expand their horizons and explore administrative functions and positions.
- Train current administrators in the art of mentoring.
- Review working conditions, salary schedules, and other economic factors to assure fairness to new administrators coming from faculty ranks.
- Work with the faculty bargaining unit to develop contract language that encourages and supports faculty members who are willing to risk the move into administration.

- Plan staff development activities directly related to leadership and college systems and processes that encourage participation of all faculty members.
- Assist current administrators to model the role of administrative leaders in teaching and learning and to discuss this role with faculty members.

6.4 Summary

The plan to replace the administrative leaders who will be leaving two-year colleges in the next few years requires multiple alternatives including the restructuring of administration, the solicitation of external candidates, and the promotion from faculty ranks. This study begins the examination of the third alternative. Faculty members who have the potential to become administrative leaders and who are motivated by opportunities for self-actualization currently teach in colleges. Their dedication to the Wisconsin Technical College System and to their individual colleges, as well as their commitment to learning, make them an important resource to move institutions of higher learning into the twenty-first century.

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Appendix A

Body of Letter to College Human Resources Directors

January 10, 2000

My name is Joan Senn. I am the Dean of Business and Marketing at Southwest Wisconsin Technical College and am currently working on my Ph.D. in Higher Education Administration and Leadership.

The title of my dissertation is "A Study of the Movement of Full-time Faculty into Full-time Administrative Positions within the Wisconsin Technical College System". Your assistance is sought in the identification of potential subjects for this study.

Enclosed is a form on which I hope you will identify the full-time administrators hired within your college between July 1, 1998 and January 1, 2000. Because I will only be contacting those hires that meet the criteria for the study, if you know that a particular hire did not come to the new position directly from a faculty position there is no need to include that person on the document.

Based on the information you provide, I will contact identified administrative hires requesting their involvement in the study. No information that you provide will be used without the permission of the individual hire.

If you are not the appropriate person to provide this information for your institution, please pass this request on to the appropriate person. Please respond to this request by February 1, 2000 by returning the form in the enclosed envelope or by mailing, faxing, or e-mailing the information to:

Joan Senn
Southwest Wisconsin Technical College
1800 Bronson Blvd.
Fennimore, Wisconsin 53809
Telephone: (608) 822-3262
Fax: (608) 822-6019
E-mail: jsenn@southwest.tec.wi.us

Thank you for your assistance in the identification of subjects for this study.

Appendix B

Survey to College Human Resource Directors

SURVEY OF FULL-TIME ADMINISTRATIVE HIRES

Name of College: _____

Person Completing Survey: _____

Number of Full-time Administrative Positions Filled between July 1, 1998 and January 1, 2000: _____

_____ If no full-time administrative positions were filled during this time period, please check here and return this form in the envelope provided.

Please provide the following information for each person hired in a full-time administrative position between July 1, 1998 and January 1, 2000. There is no need to provide information about individuals that you know did not move into the full-time administrative position from a full-time faculty position. Feel free to make additional copies of this form if more space is needed.

1. Name of Hire: _____

   Position: _____

   Mailing Address: _____

   _____

   _____

   Telephone: _____

2. Name of Hire: _____

   Position: _____

   Mailing Address: _____

   _____

   _____

   Telephone: _____

3. Name of Hire: _____

Position: _____

Mailing Address: _____

_____

_____

Telephone: _____

4. Name of Hire: _____

Position: _____

Mailing Address: _____

_____

_____

Telephone: _____

5. Name of Hire: _____

Position: _____

Mailing Address: _____

_____

_____

Telephone: _____

Thank you for your assistance. Please return completed survey and/or direct any questions to:

Joan Senn
Southwest Wisconsin Technical College
1800 Bronson Blvd.
Fennimore, Wisconsin 53809
Telephone: (608) 822-3262 x2201
Fax: (608) 822-6019
E-mail: jsenn@southwest.tec.wi.us

Appendix C

Body of Letter to Potential Research Participants

Body of letter to potential research participants:

My name is Joan Senn. I am the Dean of Business & Marketing at Southwest Wisconsin Technical College in Fennimore, Wisconsin and also a doctoral candidate pursuing a Ph.D. in Higher Education Administration and Leadership. It is in both of these capacities that I am contacting you for your assistance.

In the next five to ten years the Wisconsin Technical College System will be experiencing the retirement of a large number of administrative leaders. Might the classroom leaders of today become the administrative leaders of tomorrow? Along with others in our system, I am concerned with the recruitment of the future leaders of our colleges. Working closely with my doctoral committee, we designed my research and dissertation with the goal of adding to the knowledge base to help address this concern. My dissertation is titled *A Study of the Movement of Full-time Faculty into Full-time Administrative Positions within the Wisconsin Technical College System.*

To identify potential subjects for this study I contacted the Human Resource offices at each of the 16 technical college districts and asked them to identify administrative hires since July 1, 1998 that came from full-time faculty positions. Your college forwarded your name to me as a person that potentially meets study criteria.

Enclosed you will find a brief survey being used to verify that those identified meet the study criteria that are interested in participating and to gather background information on research participants. This will be primarily a qualitative study involving personal interviews with subjects. Interviews will take place at the convenience of those participating and at their colleges. I would appreciate you taking a few minutes of your time to respond to the survey. Even if you are not interested in participating, I would appreciate your indicating this on the survey and returning it in the envelope provided. If you are interested in participating, please complete the survey, sign the enclosed consent form, and return both in the envelope provided. Please mail your response by March 15, 2000.

Thank you for considering this request. I hope you decide to participate and look forward to meeting with you. Together perhaps we can discover ways to encourage those who lead in the classroom to become administrative leaders within our system.

Appendix D

Survey to Potential Research Participants

A STUDY OF THE MOVEMENT OF FULL-TIME FACULTY INTO FULL-TIME ADMINISTRATIVE POSITIONS WITHIN THE WISCONSIN TECHNICAL COLLEGE SYSTEM SURVEY

SECTION 1: IDENTIFYING INFORMATION

NAME: _____

CURRENT POSITION: _____

COLLEGE: _____

ADDRESS: _____

_____

_____

TELEPHONE NUMBER: _____

FAX NUMBER: _____

E-MAIL ADDRESS: _____

SECTION 2: PARTICIPANT CRITERIA INFORMATION

1. Were you hired in your current position since July 1, 1998?
   _____ Yes _____No

If the answer to the above question is No, stop now and return the survey in the envelope provided. Thank you for your response.

2. Prior to July 1, 1998 were you a full-time faculty member?
   _____Yes _____No

If the answer to the above question is No, stop now and return the survey in the envelope provided. Thank you for your response.

3. Are you willing to participate in this study and to be interviewed as to the factors that influenced your decision to move into an administrative position?
   _____ Yes _____ No

If the answer to the above question is No, stop now and return the survey in the envelope provided. Thank you for your response.

SECTION 3: PERSONAL INFORMATION

1. Age: _____ 30 & Under _____ 31 – 40
   _____ 41 – 50 _____ Over 51

2. Sex: _____ Male _____ Female

3. Marital Status: _____ Single _____ Married

4. Number of Children: _____

5. Ethnic Category:
_____ American Indian or Alaskan Native
_____ Black (non-Hispanic)
_____ White (non-Hispanic)
_____ Asian
_____ Hispanic
_____ Native Hawaiian or Other Pacific Islander

SECTION 4: CAREER INFORMATION

2. Which of the following most accurately describes your most recent full-time faculty position?
   _____ Classroom Instruction
   _____ Counseling
   _____ Coordination
   _____ Mixed Assignment
   _____ Other

   Comments: _____

   _____

3. Do you have classroom teaching experience within the Wisconsin Technical College System?
   _____ Yes _____ No

4. If your answer to the above question was Yes, how many years? _____

5. Do you have classroom teaching experience at any of the following levels? Please check all that apply.
   _____ Elementary
   _____ Two-Year College
   _____ Graduate
   _____ Secondary
   _____ Baccalaureate
   _____ Other

Comments: _____

_____

6. Did you have management or administrative experience prior to accepting your current administrative position?
   _____ Yes _____ No

7. If your answer to the above question was Yes, in what type of organization were you a manager/administrator? Please check all that apply.
   _____ Education
   _____ Private Business/Industry
   _____ Public Sector (other than education)

Comments: _____

_____

SECTION 5: CONTACT INFORMATION

Please indicate any preference you may have for future contact:

_____ Mail _____ Telephone _____ E-mail _____ No Preference

Thank you for agreeing to participate in this study. Please return this completed survey along with a signed copy of the enclosed consent form in the envelope provided or to:

Joan Senn
Southwest Wisconsin Technical College
1800 Bronson Blvd.
Fennimore, WI 53809

Telephone: (608) 822-3262 x2201
FAX: (608) 822-6019
E-mail: jsenn@southwest.tec.wi.us

Appendix E

Protection of Human Subjects – Consent Form

INFORMED CONSENT FORM

FOR RESEARCH PARTICIPANTS

Research Title: *A Study of the Movement of Full-time Faculty into Full-time Administrative Positions within the Wisconsin Technical College System*

I, _____, consent to participate in the study of full-time faculty that have moved into full-time administrative positions within the Wisconsin Technical College System. I understand that I may withdraw from this study at any time. I understand that my name and the name of my college will be held in confidence in the final project report, but because of the relatively small sample involved in this study, the researcher cannot guarantee anonymity in the event that a determined person attempts to reconstruct the sample of participants. I understand that I may direct any questions about this project to Joan Senn.

I agree to meet with Joan for an initial interview of approximately 1hour. If necessary, I will be available at a mutually agreed upon time for an additional telephone interview lasting no more than 1 hour. I also grant permission for the tape-recording of the interview(s). I understand that all recordings will be transcribed and I will receive a copy of my transcribed interview(s) if I request such a copy. I understand that all original and duplicate tapes will be destroyed at the conclusion of this study.

_____ _____

Participant's Signature Date

_____ _____

Researcher's Signature Date

Joan H. Senn

Appendix F

Interview Guide

A STUDY OF THE MOVEMENT OF

FULL-TIME FACULTY INTO FULL-TIME ADMINISTRATIVE POSITIONS

IN THE WISCONSIN TECHNICAL COLLEGE SYSTEM

Interview Guide by Joan Senn

3 to 5 min. Introduction to topic and importance of study
Upcoming shortage of administrators because of retirements
Thank you for agreeing to participate
Value your experience
Ask about tape recording (let know that recorder can be turned off at any time and how to do this)
Let participant know that he/she may ask questions at any time
(Give copy of signed consent form to participant)

To what extent did the participant's planned career path leading to an administrative position impact transition. (Spend about 10 minutes on career path.)

What types of professional development opportunities focusing on career advancement were made available for participant? (Spend about 10 minutes on professional development.)

What kind of support came from peers and supervisors? Formal or informal mentoring? Encouragement from peers? (Spend about 10 minutes on professional support.)

How were family members and friends outside of the College supportive for career growth and movement to administration? (Spend about 10 minutes on family/friend support)

How did working conditions, income, and benefits impact participant's decision either negatively or positively? (Spend about 10 minutes on economic considerations)

What other factors helped participants to make the move into an administrative position? (Spend about 10 minutes on other factors.)

What traits that helped you be a good teacher carry over to help you as an effective administrator?

How would you identify and support faculty members that are potential administrative leaders?

Thank you and again stress the importance of the participant's insights. Offer copy of interview transcript. Reserve right to phone call for clarification.

Appendix G

Interview Question Matrix

	CAREER PATH	PROFESSIONAL DEVELOPMENT	PROFESSIONAL SUPPORT	FAMILY/FRIEND SUPPORT	ECONOMIC CONSIDERATIONS	OTHER FACTORS
BEHAVIOR *EXPERIENCE* *QUESTIONS*	What specific experiences that you had as a faculty member encouraged your movement into an administrative position?	In what types of professional development activities did you participate that encouraged your career move?	What did peers and supervisors do to encourage your move into an administrative position?	What behavior and actions of family members and friends encouraged your move into an administrative position?	What financial and/or working condition factors influenced your move into an administrative position?	What other experiences have you had that may have influenced your decision to move into an administrative position?
OPINION/VALUE QUESTIONS	How do you see your experiences in previous positions as impacting your movement into an administrative position?	In your opinion, how did the professional development activities in which you participated influence your decision to move into an administrative position?	In your opinion, how did the support of co-workers influence your decision to move into an administrative position?	In your opinion, how did the support of family and friends influence your decision to move into an administrative position?	In your opinion, how important were economic considerations in your decision to move into an administrative position?	What is your opinion as to the role of administrative leaders in the promotion of teaching and learning?
FEELING QUESTIONS	Tell me how you felt as you made the decision to move from instruction to administration.	When did you start feeling comfortable with your interest in making a move from instruction to administration?	What led you to trust peers and supervisors that encouraged your movement into an administrative position?	What led you to trust family and friends that encouraged your movement into an administrative position?	How did you feel about the working conditions and financial rewards of your administrative position in comparison to the faculty position you were in?	How have your feelings about the role of administrators in successful teaching and learning changed since your move into administration?
KNOWLEDGE QUESTIONS	How accurate was the information that you had about your new position prior to making the decision to accept the position?	What activities and responsibilities of your new position were specifically addressed through professional development opportunities?	What types of information did current peers share with you prior to your moving into an administrative position?	How did your support network of family and friends communicate with you concerning how your career role would change?	How much advanced knowledge about salary, benefits, and working conditions did you have prior to making the decision to move into an administrative position?	What traits that are needed by educational administrator/leaders did you have prior to moving into your administrative position?
DEMOGRAPHIC/ BACKGROUND QUESTIONS	Please share any cultural or family experiences that may have led you to move into administration	How did your formal education prepare you for an administrative position in your college?	To what professional organizations that promote leadership do you belong?	What leadership roles have you played in social and community organizations to which you belong?	How important are income, power, respect, and self-actualization to you in your career?	Who is the most influential role model as far as your career is concerned?

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Appendix H

Case Study Vignettes

Case Study: Research Participant R1

Participant R1 was a married female over fifty-one (51) years of age. She was the mother of one grown child. She had over twenty-five (25) years of teaching experience as an occupational instructor in the Wisconsin Technical College System (WTCS). Participant R1 had no administrative or managerial experience and participated in no professional development activities designed for leadership development prior to accepting an administrative position at her college. Her formal education includes a baccalaureate degree in business administration and a master's degree in teaching. She worked in a bank after earning her bachelor's degree and moved into teaching unexpectedly when a position became available at her current college.

Although she commented that she loved teaching and could easily return to the classroom, she stated that she had felt the need for a new challenge. She was feeling "restless" and "really needed to try to do something different." She had the opportunity to serve in her current position on an interim basis and with the support and encouragement of her husband, her previous supervisor, and her instructional peers; she applied for and was hired in her administrative position on a permanent basis.

Case Study: Research Participant R2

Participant R2 was a married female between forty-one (41) and fifty (50) years of age. She had two teenage children. She had over ten (10) years of teaching experience as an academic instructor in the WTCS. She came into teaching from a social work position unexpectedly when she saw an announcement and applied for a part-time position at the college in which she became an administrator. When the teaching

opportunity became available, she was a social worker. With an undergraduate degree in sociology and psychology and a master's degree in communication, her original plan was to work in staff development in the field of health care communication. This was a need she saw as significant in the field. She had no plans to work in education. She tried teaching and found a new direction for her career.

Participant R2 had little experience in management or administration prior to moving into an interim administrative position at her college. She gained some experience by serving as a lead instructor and department chair in her instructional area. She was given the opportunity to serve in an administrative position for an interim period of up to two years and saw this as a two-year professional development opportunity. When a permanent administrative position became available, she was encouraged by other college administrators and her family to apply. Her administrative position was not in her former area of expertise and provided constant opportunities for learning which she viewed as personally important.

Case Study: Research Participant R3

Participant R3 was a married female over fifty-one (51) years of age. She had four grown children. She stated that she might not have moved into administration if her children were young or teenagers. She had nine (9) years of occupational teaching experience in the WTCS including classroom, lab, and clinical settings. She also had teaching experience on the secondary and baccalaureate degree levels. She had previous management/administrative experience in education and in the private sector.

Having moved between education and the private sector, participant R3 related that her first experience in education was at another college where she "got a taste" of administration with a mixed assignment that included instruction and administration. She stated that she "enjoyed the decision making, autonomy, and the opportunity to influence policy." Although this experience took place over twenty (20) years ago, she felt that it influenced her most recent move into an administrative position. Middle management experience in the private sector also helped to prepare her for administration. When an administrative position at the college in which she was teaching openied, she initially did not apply. She decided to do so at the last minute because, as she stated, "I may never have this opportunity again because people have longevity in their positions."

Case Study: Research Participant R4

Participant R4 was a married male between forty-one (41) and fifty (50) years of age. He had over nine (9) years of experience as an occupational instructor in the WTCS. He also had over ten (10) years of supervisory and management experience in the private sector. He was familiar with the WTCS prior to accepting a teaching position in the college. Several of his family members worked in higher education administration. His formal education began with earning a technical diploma from a one-year program at one of the Wisconsin Technical Colleges. He continued on to earn a baccalaureate degree in business administration with a management focus and a master's degree in vocational education.

According to R4, he had no intention of becoming an administrator when he moved into higher education. He enjoyed teaching and continues to miss some of the

benefits of teaching. However, he experienced a certain "drive" that made him move into administration. In his words, "I had to maybe have a bigger impact by being in a supervisory capacity than what I had as an instructor." Several of his instructional colleagues first suggested that he apply for his position when the opportunity arose. The reasons given by one of them were very convincing, leading him to apply for the administrative position for which he was subsequently hired.

Case Study: Research Participant R5

Participant R5 was a married female between forty-one (41) and fifty (50) years of age. Her eighteen (18) years of experience in the WTCS did not include any classroom teaching experience or any supervisory experience. Her formal education included only one course, a required certification course, in supervision. She had no aspirations to become an administrator. She, in fact, stated that she had said to herself many times, " I would never want to do this."

Her years of experience were in the department of which she became the supervisor. It was the encouragement of her former supervisor, the person she replaced, that made her apply for the administrative position. He was very complimentary about her skills and her ability to perform the job. She was comfortable with the processes and policies of that department. She found one of her biggest challenges to be the supervision aspect of her position. The supervision aspect and the change in working relationships led to some surprises in her new position. She had not participated in any formal leadership programs prior to moving into administration, but plans to do so.

Case Study: Research Participant R6

Participant R6 was a married female between thirty-one (31) and forty (40) years of age. She had one young child. She had ten (10) years of experience as an occupational instructor in the WTCS. She also had experience teaching on the elementary and secondary levels. She had no supervisory or management experience prior to accepting her administrative position.

Participant R6 stated that she had wanted to be a teacher when she was a young child, but was discouraged from going into education by family and friends. Her first formal post-secondary educational experience resulted in the earning of an associate's degree in an occupational area. After earning this degree, she decided that the career she had prepared for was not one in which she wanted to work. She then earned her baccalaureate degree in an educational field and has since completed her master's degree.

After working in the private sector, she applied for and was hired for a faculty position in the college in which she eventually became an administrator. This position gave her an opportunity to combine classroom teaching with an assignment that allowed her to perform some administrative functions. According to participant R6, "I liked doing both things…I always wanted to see the big picture…it was kind of hard to do both."

She was encouraged to seek an administrative position by colleagues and her spouse. Although she was not successful the first time she applied for such a position, she did decide to apply again four years later and was hired.

Case Study: Research Participant R7

Participant R7 was an unmarried female between thirty-one (31) and forty (40) years of age. She had over seven (7) years of experience as an occupational instructor in the WTCS. Her experience included classroom instruction plus one (1) year with a mixed assignment including classroom instruction and faculty support. She had management experience in the private sector prior to accepting a teaching position at the college.

Teaching was never part of her career plan. Her formal education included earning a bachelor's degree and a master's degree, both in business related fields. She came to the technical college because a teaching opportunity arose at an appropriate time in her personal and professional life. She enjoyed training that she had done in the private sector and decided that she would like being a classroom teacher. After serving on numerous college-wide initiatives, she was offered an administrative position. The position itself was new and involved duties in which she was very interested. Participant R7 "loves the teaching aspect" and stated that she would be returning to teaching in the following academic year.

Case Study: Research Participant R8

Participant R8 was a married female over fifty-one (51) years of age. She had over twenty-three (23) years of experience as an occupational instructor in the WTCS. During these years she was involved in numerous college-wide initiatives and served on college-wide committees. She also had the opportunity to work on new program development and to be involved in other administrative tasks through mixed assignments.

Participant R8 moved into an administrative position that was not in her occupational field. She had some experience in the new area through her mixed assignments, but commented that she would not have been comfortable applying for the position had it been at a different college. Because of her campus-wide involvement as a faculty member, she was familiar with policies and processes of "her" college and was comfortable making the move into administration. She commented that it was her feeling that people in her specific occupational area can move more easily into administrative positions than those in some other fields. The reason for the ease of transition is that those in her occupational field have to be people-focused and organized to accomplish multiple tasks under critical conditions.

Case Study: Research Participant R9

Participant R9 was a married male between thirty-one (31) and forty (40) years of age. He had nine (9) years of experience as an academic instructor in the WTCS. In addition, he had teaching experience at the baccalaureate level. Participant R9 moved into his first administrative position during the time frame designated for the study. He had moved into a second administrative position by the time he was interviewed for the study. He, therefore, achieved two advancements in administration within an eighteen (18) month period.

He earned both his bachelor's and master's degrees in an academic field and had as a goal to teach on the secondary level. Because of a tight job market in his field, he went into a position in business. When a position was publicized at the local technical college, he applied. Although that position was filled, a teaching position opened at

another campus for which he applied and was hired. After five (5) years of teaching, he was given opportunities for mixed assignments and became his department chair. He served on a variety of college-wide committees and found that he enjoyed the administrative side of his work more than the teaching side. He liked the variety of the work he experienced on the administrative side. He also had more opportunities to learn and grow and found this attractive.

Although he was not hired the first time he applied for an administrative position, he decided that administration was the direction in which his career needed to move. He was encouraged and supported on both a personal and professional level. The next time an administrative position became available he applied for and was hired for the position. His second administrative position came at the request of the College President during a restructuring process. In his words, "It is a career path now, and now, I would not go back to teaching."

Case Study: Research Participant R10

Participant R10 was an unmarried female between forty-one (41) and fifty (50) years of age. She had over fifteen (15) years of experience as an occupational instructor in the WTCS. She also had teaching experience on the secondary, baccalaureate, and master's level. As a portion of her teaching assignment, she served as division chair. In this position she performed tasks including scheduling for multiple programs.

Her career plan was in teaching. Her bachelor's and master's degrees were both in the field of education. In her words, "I had absolutely no intention of going into administration." When her supervisor moved into a different position his position was

posted three times. Her colleagues and supervisors at the time encouraged her to apply for the position. They were concerned that the college was not getting a pool of qualified candidates from which to choose. She finally was convinced to apply with the third posting of the position.

Although all participants were members of a bargaining unit, participant R10 was also an officer and negotiator for her bargaining unit. She was actively involved in the union at the state level and said that she missed that involvement. She stated that her former bargaining unit involvement caused "some dilemmas" for her when she became an administrator. The bargaining agreement at her college allowed those who moved into administration to retain accumulated seniority in teaching. This allows administrators who were previously faculty members to return to faculty positions without loss of seniority. Participant R10 said, "I don't think I would ever have taken that risk and applied to do this in a different tech college and run that risk of never being able to go back as easily."

Participant R10 experienced major changes in her administrative position. College restructuring resulted in a change in her responsibilities as well as a change in her physical location. She was moved to a different campus site and was assigned duties supervising a broader range of programs and activities than she originally anticipated.

Case Study: Research Participant R11

Participant R11 was a married female between forty-one (41) and fifty (50) years of age. She had two children, one living and one deceased. She had over nine (9) years of experience as an occupational instructor in the WTCS. Her teaching assignments

included a variety of duties in classroom and clinical settings. She had administrative and management experience in the private sector prior to moving into an administrative position at her college.

Her formal post secondary education began at the same technical college in which she became a faculty member and an administrator. She earned an associate's degree, bachelor's degree, and master's degree in her occupational field. She included business administration and supervision courses in her master's degree program in order to enhance her understanding of and skills in these areas. Although her career goal was to be an administrator in the private sector, when she started teaching on a part-time basis, she found that she loved teaching.

According to participant R11, the death of her teenage son had a significant impact in her search for change and fulfillment in her life. She stated that the only place she felt safe and strong was at clinical work-sites where she was supervising students. College administrators with whom she worked supported and encouraged her to get involved in new and different job related activities as a way to move forward with her life. Her family encouraged her throughout her education and in her career decisions. This eventually led to her application for an administrative position for which she was hired. She, however, did not apply until the second posting for the position. She was hired and has since moved into a higher administrative position.

Participant R11 was active in her community including serving on the local school board. She was involved in various professional development opportunities related to her occupational field and to leadership.

She shared that she had strong ties to the college in which she worked. In her words, "I think we really fulfill our mission. I'm thankful because I really think *name of college* made my life better. I like to share that with other people. My family is around here and I just want to end my career here."

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